

# Virginia Board of Education Agenda Item



**Agenda Item:** K

**Date:** October 22, 2015

<b>Title</b>	First Review of the <i>Summary of the Redesign of the School Performance Report Card</i> Required by HB 1672 and SB 727 (2015)		
<b>Presenter</b>	Dr. Cynthia A. Cave, Assistant Superintendent for Policy and Communications		
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**Purpose of Presentation:**

Action required by state or federal law or regulation.

**Previous Review or Action:**

No previous review or action.

**Action Requested:**

Action will be requested at a future meeting. Specify anticipated date below:

November 19, 2015

**Alignment with Board of Education Goals: Please indicate (X) all that apply:**

X	Goal 1: Accountability for Student Learning
	Goal 2: Rigorous Standards to Promote College and Career Readiness
	Goal 3: Expanded Opportunities to Learn
	Goal 4: Nurturing Young Learners
	Goal 5: Highly Qualified and Effective Educators
	Goal 6: Sound Policies for Student Success
	Goal 7: Safe and Secure Schools
	Other Priority or Initiative. Specify:

**Background Information and Statutory Authority:**

**Goal 1:** In redesigning the School Performance Report Card, the Board of Education will help to ensure accountability for student learning by more effectively communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth.

House Bill 1672 (Greason) and identical Senate Bill 727 (Black) were approved by the 2015 General Assembly and signed by the Governor. The legislation requires the Board of Education, in consultation with the Standards of Learning Innovation Committee, to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth.

The legislation sets a deadline of no later than July 1, 2016 for accomplishing the redesign and provides that, in the process, the Board may consider: (i) the standards of accreditation; (ii) state and federal accountability requirements; (iii) state-mandated assessments; (iv) any alternative assessments

developed or approved for use by the relevant local school board; (v) student growth indicators; (vi) student mobility; (vii) the experience and qualifications of school staff; (viii) total cost and funding per pupil; (ix) school safety; and (x) any other factors that the Board deems necessary to produce a full and accurate statement of performance for each public elementary and secondary school and local school division in the Commonwealth.

The legislation further requires the Board to provide notice and solicit public comment on the redesigned School Performance Report Card no later than October 1, 2015, and to make a summary of the redesigned School Performance Report Card available to the public and submit such summary to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health no later than December 1, 2015. In addition, the legislation requires the Board to make available to the public a School Performance Report Card for each public elementary and secondary school and local school division in the Commonwealth no later than October 1, 2016, and each October 1 thereafter.

**Summary of Important Issues:**

The Board of Education is on schedule to accomplish the requirements of HB 1672 and SB 727 (2015) and to redesign the School Performance Report Card so that it is more effective in communicating the status and achievements of the public schools and local school divisions in the Commonwealth to parents and the public. The deadlines in the legislation are reflected in the Report Card Redesign Project Timeline, and, to date, more than 20,000 Virginia parents, educators, and other interested stakeholders have provided their comments about the Report Card. The Board's Accountability Committee held five public meetings in which the report card redesign was a key feature and convened a roundtable of education and community stakeholders to received comments related to the redesign of the report card. Members of the Board have participated in various meetings of the Standards of Learning (SOL) Innovation Committee in which the report card was discussed and recommendations made. The contractor engaged to deliver the redesigned Report Card has completed the basic design of a Web site and its component pages to reflect the Board of Education's consensus on report card-data elements. The redesign process will soon move into production, testing and public launch.

**Impact on Fiscal and Human Resources:**

Item 134.H of the 2015 Appropriation Act provided \$75,000 to the Virginia Department of Education (VDOE) in Fiscal Year 2016 (FY16) for the redesign of the Report Card in accordance with the requirements set forth in HB 1672 and SB 727. VDOE estimates that additional funding will be needed in FY17 in order to accomplish the initial redesign that is required by state and federal law. The initial redesign will begin in FY16 and be completed in early FY17. The projected unfunded vendor cost for the initial redesign – based on the current project plan – is \$30,000 in FY17.

**Timetable for Further Review/Action:**

Final Review is anticipated for November 19, 2015.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive for first review the *Summary of the Redesign of the School Performance Report Card* required by HB 1672 and SB 727 (2015).



**VIRGINIA DEPARTMENT OF EDUCATION**

**SUMMARY DOCUMENT**

# **Summary of the Redesign of the School Performance Report Card**

**OCTOBER 22, 2015**

**Division of Policy and Communications**

## Summary of the Redesign of the School Performance Report Card

### I. Statutory Mandate

House Bill 1672, sponsored by Delegate Thomas A. “Tag” Greason, and identical Senate Bill 727, sponsored by Senator Richard H. Black, were approved by the 2015 General Assembly and signed by Governor McAuliffe. The legislation requires the Board of Education, in consultation with the Standards of Learning (SOL) Innovation Committee, to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth.

The legislation sets a deadline of no later than July 1, 2016, for accomplishing the redesign and provides that, in the process, the Board may consider: (i) the standards of accreditation; (ii) state and federal accountability requirements; (iii) state-mandated assessments; (iv) any alternative assessments developed or approved for use by the relevant local school board; (v) student growth indicators; (vi) student mobility; (vii) the experience and qualifications of school staff; (viii) total cost and funding per pupil; (ix) school safety; and (x) any other factors that the Board deems necessary to produce a full and accurate statement of performance for each public elementary and secondary school and local school division in the Commonwealth.

The legislation further requires the Board to provide notice and solicit public comment on the redesigned School Performance Report Card no later than October 1, 2015, and to make a summary of the redesigned School Performance Report Card available to the public and submit such summary to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health no later than December 1, 2015. In addition, the legislation requires the Board to make available to the public a School Performance Report Card for each public elementary and secondary school and local school division in the Commonwealth no later than October 1, 2016, and each October 1 thereafter. Item 134.H of the 2015 Appropriation Act provided \$75,000 to the Virginia Department of Education (VDOE) in Fiscal Year 2016 for the redesign of the Report Card in accordance with HB 1672 and SB 727. Finally, the legislation repealed Chapters 672 and 692 of the Acts of Assembly of 2013 and Chapters 480 and 485 of the Acts of Assembly of 2014, which would have required the Board of Education to report individual school performance using a grading system based on an A-to-F scale.

### II. Approach to Report Card Redesign

To inform the redesign of the School Performance Report Card, the Board of Education took multiple steps to engage and gain insights from the public and education community, including the following:

- The Board’s Committee on School and Division Accountability (Accountability Committee) held five public meetings in which the report card redesign was a key feature. Each meeting included an opportunity for members of the public to address the Board.

- A web-based survey conducted in 2015 solicited feedback on important elements of a report card and received over 21,000 responses.
- The Chair of the Accountability Committee convened a roundtable of education and community stakeholders to receive comments related to the redesign of the report card. In addition, she has made various presentations to educational groups about the Board's work on the redesign.
- The Board of Education president, vice president, and the Accountability Committee's chair have participated in various meetings of the Standards of Learning (SOL) Innovation Committee in which the report card was discussed and recommendations made. Chairs of the SOL Innovation subcommittees have presented before the Board's Accountability Committee.

The Board's Committee on School and Division Accountability. The Accountability Committee, chaired by Board of Education member Diane Atkinson, is a Standing Committee of the Virginia Board of Education and functions as a Committee of the Whole. The committee held five public meetings to discuss the redesign of the report card between February (when the report card work began) and September, providing multiple opportunities for interested parties to share their views directly with board members and the Superintendent of Public Instruction. Every Accountability Committee and Board meeting provided an opportunity for public comment.

- At the committee's February 25 meeting, Laurie McCullough, Executive Director, Virginia Association for Supervision of Curriculum Development, presented *Other State/Report Card Options*, sharing information from a report of the Education Commission of the States that included exemplar state report cards. The committee also heard VDOE staff presentations on the historical development of the School Performance Report Card, including how the current report card components came to be, and data elements required by the Elementary and Secondary Education Act (ESEA), ESEA Waivers, *Regulations Establishing Standards for Accrediting the Public Schools in Virginia*, and the *Code of Virginia* ([Current Report Card Elements – Required by Federal and State Law](#) Appendix A). The meeting also included remarks from the Assessment and Accountability Roundtable (composed of representatives from the Virginia School Boards Association, Virginia Parent Teacher Association, and Virginia Association of Secondary School Principals) about important report card elements and features.
- At the committee's May 27 meeting, staff presented a timeline of the redesign project, and the Board engaged in a discussion of how to reach out to the public and education community for feedback throughout the process. The current timeline is shown in Appendix B. All deadlines are consistent with the requirements set forth in HB 1672 and SB 727 (2015).
- At the committee's June 24 meeting, Nicole Dooley of JustChildren spoke during the public comment portion to provide recommendations regarding the inclusion of information of expulsions, suspensions, and other indicators related to school climate on the redesigned report card. The meeting included a presentation by VDOE staff,

highlighting features of report cards in Arizona, Delaware, Illinois, Maryland, and Ohio, in comparison to available data and possible design features for Virginia (Appendix C).

- At the committee’s July 22 meeting, Board members discussed the data elements to include in the report card prototype, based on information from stakeholders and research of other states’ report cards. Recommendations were provided for proposed new report card elements, both for the immediate redesign and for consideration in future phases of report card development (Appendix D). Remarks provided during the public comment portion of the meeting included those from Nicole Dooley of JustChildren and Tom Smith of the Virginia Association of School Superintendents (VASS).
- At the committee’s September 9 meeting, VDOE staff presented a schematic of the redesigned report card (wireframe) for review by the Board (Appendix E). The Board also received a written report and heard a summary of the [report on the 2015 survey](#) results (Appendix F). Chair Diane Atkinson acknowledged the receipt of written public comment from the College Board regarding the redesign of the report card.

The Accountability Committee’s chair, Diane Atkinson, and Superintendent of Public Instruction Steven R. Staples conducted a roundtable June 24, 2015, to hear candid feedback from education and community leaders on key report card elements, features, and tools. Participants included representatives of the following organizations, school divisions, and other groups interested in contributing to the project: Fairfax County Public Schools, Hampton Public Schools, Henrico County Public Schools, JustChildren, Virginia Association for Supervision and Curriculum Development, Virginia Association of Elementary School Principals, Virginia Association of School Superintendents, Virginia Association of Secondary School Principals, Virginia Chamber of Commerce, Virginia Council of Administrators of Special Education, Virginia Education Association, Virginia Hispanic Chamber of Commerce, Virginia Parent Teacher Association, Virginia School Boards Association, Virginia Association of Counties, and the Virginia State Reading Association. Over 25 organizations were invited to participate.

Other activities to engage or inform the public regarding the redesign of the report card included the following:

- Diane Atkinson provided a presentation on the redesign of the School Performance Report Card as a breakout session at the Parent Teachers Association Conference on July 27, 2015.
- Diane Atkinson provided a keynote on July 24, 2015 at the 2015 Coordinator’s Academy, where she discussed activities of the Board, including the redesign of the school performance report card.
- Diane Atkinson participated as a member of a panel that discussed the redesign of the report card at the fall conference of the Virginia Association of School Superintendents, held on October 19<sup>th</sup>.

The 2015 School Performance Report Card Survey. The 2015 survey was one of the several methods used to solicit public comment and inform the redesign. The intent of the survey was to update and supplement information collected in 2013 through focus groups, meetings with parents and other stakeholders, and a [2013 survey](#) (Appendix G) conducted by the Virginia Department of Education (VDOE). The 2015 survey captured high-level trends among a larger group of parents, educators, and other interested stakeholders across the Commonwealth.

VDOE made the web-based survey available from July 15 through August 14, 2015. During that time, VDOE received 21,133 responses. Parents and educators responded most frequently to the survey. Survey respondents represented all regions of the Commonwealth.

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a report card. Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing detailed data, and comparing schools to a division or state average.

Proposed content for the redesigned Report Card generally aligns with respondents' information needs identified through the 2015 survey. Seventy-five percent of existing or proposed Report Card and "snapshot" elements are similar to the content survey respondents rated as being of highest importance.

Board member participation with the SOL Innovation Committee. The SOL Innovation Committee's objective is to inspire, engage, and personalize learning for every student in the Commonwealth and to ensure an educational system that is fair, balanced, and supportive of this objective. The Committee's work supports the belief that accountability plays a crucial role in ensuring educational success. The full committee is organized with two subcommittees, one Assessment 2.0 and the other Accountability 2.0.

The Board of Education communicated with the SOL Innovation Committee to consult on the School Performance Report Card redesign. Individual members of the SOL Innovation Committee were informed about the 2015 public survey on report card design elements and encouraged to participate. Board members participated in SOL Innovation Accountability Subcommittee meetings in which the School Performance Report Card was discussed as an agenda item in February, March, June, and August.

At the February accountability subcommittee meeting, three presentations were made: (1) sample content and formats from report cards from the fifty states and Washington D.C and a suggested format for the Virginia report which drew from this information; (2) information on how design elements might be used for report card data items; and (3) ideas for possible dashboard designs for report card elements. In addition, members were encouraged to watch a VDOE webinar discussion regarding the current school report card. Then President of the Board of Education Christian Braunlich attended the meeting.

At the March full SOL Innovation Committee meeting, then President Braunlich and Diane Atkinson, chair of the Board of Education's Accountability Committee, provided the members

with an update and progress report concerning Board actions and plans, including those for the school report card. The full committee also heard a report from their accountability subcommittee concerning the report card's design, including the recommendation that "Report card data should be easily accessible, current, readily understandable, and effectively communicated to meet the information needs of a variety of stakeholders." Additional recommendations suggested that the School Report Card design format should present information "at a glance with easy access to more detailed supporting data."

At the June full SOL Innovation Committee meeting, the Accountability 2.0 report and initial recommendations were reviewed, and a mock School Report Card dashboard was presented, which referenced data elements including student achievement, student growth, school climate, and attendance. Board of Education member and now President Dr. Billy Cannaday and then President Braunlich were in attendance and provided committee members with an update of the Board's work, welcoming further information and suggestions from the committee and others interested in educational issues.

At the August SOL full Innovation Committee meeting, Board Accountability Committee Chair Diane Atkinson provided a similar update on the Board's activities related to accountability and the School Performance Report Card.

To further facilitate communication with the SOL Innovation Committee, Diane Atkinson discussed collaboration with its chair. As a means of consultation, the two chairs of the SOL Innovation subcommittees, Assessment 2.0 and Accountability 2.0, have presented to the Board's Accountability Committee. At the September meeting, Dr. Jared Cotton, chair of the Assessment 2.0 subcommittee, provided a report and materials from the subcommittee's work. At the October meeting, Laurie McCullough, chair of the Accountability 2.0 subcommittee, provided a report on the SOL Innovation Committee.

### **III. Project Timeline and Redesign Activities**

#### **A. Phase 1: Initial Development Activities (June 1, 2015 – September 9, 2015)**

In preparation for Phase 1, VDOE began discussions about the report card redesign project with AIS Network (AISN), a McLean-based information technology company. AISN offers application development services under the Virginia IT Contingent Labor Statement of Work Contract. The company also provides website hosting and development services to state agencies — including VDOE — and hosts the Commonwealth's official web portal ([www.virginia.gov](http://www.virginia.gov)).

A formal Statement of Work was developed by AISN and VDOE and was signed by Computer Aid, Inc. — which oversees service delivery under the Virginia IT Contingent Labor Statement of Work Contract — on July 24, 2015. The Statement of Work specifies delivery of an interactive report card that:

- Meets all accessibility standards;

- Provides easy-to-understand data visualizations;
- Is easy to find online;
- Allows users to easily search for and find their data of interest;
- Is engaging and features a clean and contemporary design; and
- Uses best practices in responsive websites and supports both desktop and mobile users.

### **B. Phase 2: Summary Prototype Development (September 10, 2015 – December 1, 2015)**

After the development of a creative brief, VDOE and AISN scheduled weekly status meetings to be conducted for the duration of the project to discuss issues and develop decisions. Initial topics included front-end discovery for the creation of a prototype; high-level information architecture; goals, audiences and user scenarios; content and data migration and management; data structure and formatting; and other technical and design matters.

On September 9, 2015, skeletal [schematics](#) presenting the basic design of a website and its component pages (desktop wireframes) were presented to the Board's Accountability Committee, reflecting the Board of Education's consensus on report card data elements and features (Appendix E).

### **C. Phase 3: Production, Testing and Launch (December 2, 2015 – September 15, 2016)**

Critical development activities during October and November included:

- Development of an initial Cascading Style Sheet (CSS) Style Guide (CSS is used to define and describe the look and formatting of web pages and user interfaces);
- Development of an initial library of Scalable Vector Graphic charts for user interface and accessibility-compliant data table alternative display; and
- Initial testing of web service for data retrieval.

It is anticipated that the first transfer of data from VDOE to AISN will occur in January 2016. All data transferred from VDOE to AISN to populate the redesigned Report Card will be in aggregate form. No student-level or personally identifiable information will be provided.

## **I. Cost Projections**

Item 134.H of the 2015 Appropriation Act provided \$75,000 to the Virginia Department of Education (VDOE) in Fiscal Year 2016 (FY16) for the redesign of the Report Card in accordance with the requirements set forth in HB 1672 and SB 727. VDOE estimates that additional funding will be needed in FY17 in order to accomplish the initial redesign that is required by state and federal law. The initial redesign will begin in FY16 and be completed in early FY17. The projected unfunded vendor cost for the initial redesign – based on the current project plan – is \$30,000 in FY17.

Strategies are under consideration for the development of an advanced stage of the Report Card redesign, which will exceed the requirements of state and federal law and incorporate additional functionality and data points. The projected unfunded cost associated with this advanced redesign is \$225,000 in FY18 and includes costs for planned data collections and surveys for additional data points to be added to the Report Card.

## **II. Conclusion**

The Board of Education is on schedule to accomplish the requirements of HB 1672 and SB 727 (2015) and to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth. The deadlines set forth in the legislation are reflected in the Report Card Redesign Project Timeline and, to date, more than 20,000 Virginia parents, educators, and other interested stakeholders have already provided their input into the redesign. The contractor engaged to deliver the redesigned Report Card has completed the basic design of a website and its component pages reflecting the Board of Education's consensus on report card-data elements, and the redesign process will soon move into its third and final stage-- production, testing and public launch.

# **APPENDIX A**

## Report Card Data Elements: Requirements per ESEA & State Code/Regulations

<i>Data Element</i>	<i>STATE</i>	<i>Division-Level</i>	<i>School-Level</i>
<b>Accreditation Results</b>			
State Accreditation Status Accreditation Benchmarks 1-Year and 3-Year Averages for the last three school years for <ul style="list-style-type: none"> <li>• English</li> <li>• Mathematics</li> <li>• History</li> <li>• Science</li> </ul>			<b>SOA</b>
<b>Assessment Information: English/Language Arts, Mathematics, and Science Participation and Achievement Data</b>			
The percentage of students not tested (or the inverse), disaggregated for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically disadvantaged</li> <li>• Migrant*</li> <li>• Gender*</li> <li>• Combined Subgroups (if applicable)</li> </ul>	<b>ESEA SOA &amp; Code of Virginia (also requires History results)</b>	<b>ESEA SOA &amp; Code of Virginia (also requires History results)</b>	<b>ESEA SOA &amp; Code of Virginia (also requires History results)</b>
Number of recently arrived limited English proficient students exempted from the English/Language Arts assessment	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>
Student achievement by proficiency level, disaggregated for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically disadvantaged</li> <li>• Migrant*</li> <li>• Gender*</li> <li>• Combined Subgroups (if applicable)</li> </ul>	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>
The most recent 2-year trend data in student achievement for each subject and for each grade for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> </ul>	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>
Percentage of students at each achievement level on state NAEP in reading and mathematics for grades 4 and 8 for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically disadvantaged</li> </ul>	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA (NOTE CURRENTLY DOES NOT APPEAR ON THESE REPORT CARDS)</b>
Participation rates for limited English proficient students and students with disabilities on state NAEP	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>

<b>Data Element</b>	<b>STATE</b>	<b>Division-Level</b>	<b>School-Level</b>
Comparison of achievement level on state academic assessments of students in LEA compared to students in state as a whole for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic Groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically Disadvantaged</li> </ul>		<b>ESEA</b>	
Comparison on achievement level on state academic assessments of students in each school as compared to students in LEA as a whole and students in the state as a whole for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic Groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically Disadvantaged</li> </ul>			<b>ESEA</b>
<b>Accountability Information</b>			
Advanced Program Information: County and Percentage of students enrolled in advanced programs for three years in the following: <ul style="list-style-type: none"> <li>• Advanced Placement Test Taken</li> <li>• Advanced Placement Course Enrollment</li> <li>• Dual Enrollment</li> </ul>	<b>SOA</b>	<b>SOA</b>	<b>SOA (high school only)</b>
Career & Technical Education: Number of credentials earned by students for passing occupational competency assessments recognized by NOCTI, state licensure examinations, industry certification examinations and workplace-readiness skills assessments	<b>Code of Virginia</b>	<b>Code of Virginia</b>	<b>Code of Virginia (high school only)</b>
Percentage of Expenditures for Instruction		<b>Code of Virginia</b>	
A comparison of achievement levels in English/language arts and mathematics and the state's AMOs and AMOs Met or Not Met for each of the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic Groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> <li>• Economically Disadvantaged</li> </ul>	<b>ESEA SOA &amp; Code of Virginia</b>	<b>ESEA SOA &amp; Code of Virginia</b>	<b>ESEA SOA &amp; Code of Virginia</b>
4-Year Virginia On-Time Graduation Rate: Percentage of students who earned a Board of Education-approved diploma within 4 years of entering high school for the first time.	<b>SOA</b>	<b>SOA</b>	<b>SOA (high school only)</b>
Status of Students Not Graduating in 4 Years:	<b>SOA</b>	<b>SOA</b>	<b>SOA (high school only)</b>
Graduation rate for high schools and graduation rate goal Met or Not Met for the following subgroups: <ul style="list-style-type: none"> <li>• All Students</li> <li>• Major Racial &amp; Ethnic Groups</li> <li>• Students with Disabilities</li> <li>• Limited English Proficient</li> </ul>	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>

<b>Data Element</b>	<b>STATE</b>	<b>Division-Level</b>	<b>School-Level</b>
<ul style="list-style-type: none"> <li>Economically Disadvantaged</li> <li>Combined Subgroups (if applicable)</li> </ul>			
<p>Information on the other academic indicators used by the state for AMO determinations, as defined in the state's approved accountability plan, and other academic indicator Met or Not Met for the following subgroups:</p> <ul style="list-style-type: none"> <li>All Students</li> <li>Major Racial &amp; Ethnic Groups</li> <li>Students with Disabilities</li> <li>Limited English Proficient</li> <li>Economically Disadvantaged</li> <li>Combined Subgroups (if applicable)</li> </ul>	<b>ESEA SOA &amp; Code of Virginia</b>	<b>ESEA SOA &amp; Code of Virginia</b>	<b>ESEA SOA &amp; Code of Virginia</b>
<p>LEA graduation rate compared with the graduation rate for the state as a whole:</p> <ul style="list-style-type: none"> <li>All Students</li> <li>Major Racial &amp; Ethnic Groups</li> <li>Students with Disabilities</li> <li>Limited English Proficient</li> <li>Economically Disadvantaged</li> <li>Combined Subgroups (if applicable)</li> </ul>		<b>ESEA</b>	
<p>High school graduation rate compared with the graduation rate for the state as a whole:</p> <ul style="list-style-type: none"> <li>All Students</li> <li>Major Racial &amp; Ethnic Groups</li> <li>Students with Disabilities</li> <li>Limited English Proficient</li> <li>Economically Disadvantaged</li> <li>Combined Subgroups (if applicable)</li> </ul>			<b>ESEA</b>
The number and names of each LEA and school receiving Title I, Part A, funds and identified for improvement or interventions	<b>ESEA</b>		
Number of schools identified for improvement or interventions and the percentage of schools in the LEA they represent		<b>ESEA</b>	
Name of each school receiving Title I, Part A, funds and identified for improvement or interventions		<b>ESEA</b>	
Names of reward schools	<b>ESEA</b>		
School Safety: Three year's of data from SSIR	<b>SOA</b>	<b>SOA</b>	<b>SOA</b>
<b>Teacher Quality Information</b>			
Teacher Education Attainment: percentage of teachers with bachelor's, master's or doctorate degrees by highest degree earned.	<b>SOA</b>	<b>SOA</b>	<b>SOA</b>
The professional qualifications of all public elementary and secondary school teachers in the state, as defined by the state	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>
The percentage of classes in the core academic subjects not taught by highly qualified teachers, in the aggregate and disaggregated by high-poverty (top quartile) compared to low-poverty (bottom quartile) schools in the state	<b>ESEA</b>	<b>ESEA</b>	<b>ESEA</b>

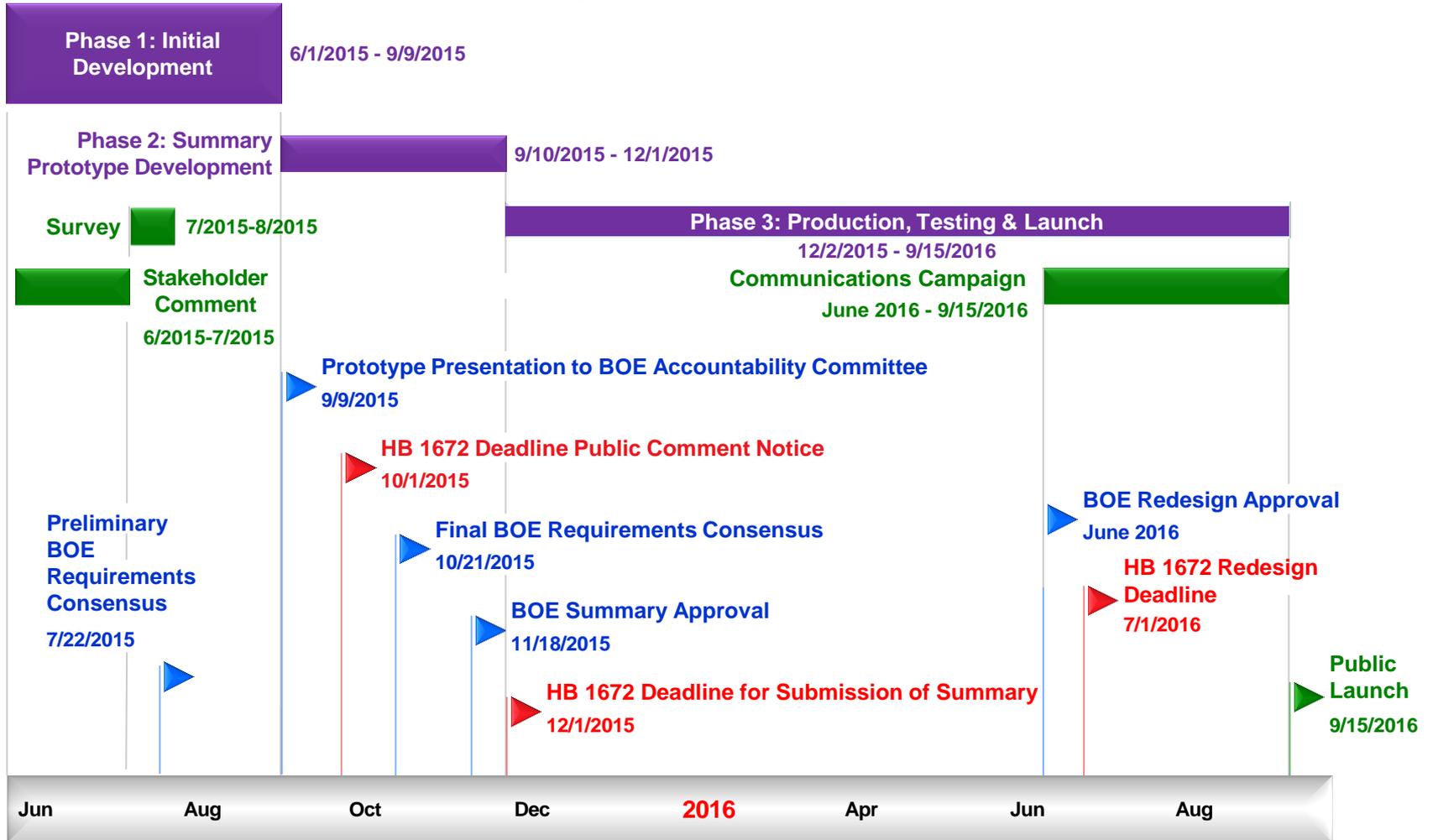
\* Migrant and gender are used for reporting purposes and are not among the required subgroups for determining federal accountability status.

**ESEA optional report card data** *states* may include:

- Teacher workforce characteristics; e.g., average teacher salary, average teacher experience, and annual turnover and absentee rate of first- or second-year teachers
- Information on the distribution of teachers and principals across LEAs or the state by performance levels based on teacher and principal evaluations and support systems
- Achievement on other statewide assessments used for accountability purposes such as assessments in writing or social studies
- School readiness of kindergarten students<sup>2</sup>
- School safety; e.g., the incidence of school violence, bullying, disorderly or disruptive behavior, student suspensions and expulsions, alcohol and other drug use, school-based arrests, referrals to law enforcement, and other similar indicators
- The percentage of students completing advanced placement courses, and the rate of passing advanced placement tests (e.g., Advanced Placement, International Baccalaureate, and courses for college credit)
- The percentage of students taking the SAT or ACT and earning a passing score accepted by most of the state's four-year IHEs

# **APPENDIX B**

# School Performance Report Card Redesign Project Timeline



Color Key: **Legislative Deadlines**, **Board of Education Actions**, **VDOE Activities**, **Development Phases**



# **APPENDIX C**

**School Performance Report Card Elements**  
**Board of Education Committee on School and Division Accountability**  
**June 24, 2015**

<b>Tool or Feature</b>	<b>States</b>	<b>Virginia Availability</b>
Google maps	Arizona, Ohio, Illinois	Feasible design feature
Legislative district search	Illinois	Data not available
School/division website	Arizona, Delaware, Illinois	Division website addresses reported by divisions to VDOE
School calendar	Arizona	Reported by divisions to VDOE
School mission statement	Arizona	Not collected
Snapshot	Arizona, Delaware Illinois, Maryland, Ohio	Feasible design feature
Comparison tool	Illinois, Maryland	Feasible design feature
Other-language versions	Illinois, Maryland	Feasible design feature
Report card survey	Illinois	Feasible design feature
Video guides	Illinois, Maryland	Feasible design feature
School board members	Delaware	Not collected
Tabs	Arizona, Delaware, Illinois, Ohio	Feasible design feature

Data download	Arizona, Delaware, Maryland, Ohio	Feasible design feature
Printer-friendly or PDF	Arizona, Illinois, Ohio, Maryland	Feasible design feature
Definitions & FAQs	Delaware, Illinois, Maryland, Ohio	Feasible design feature
Great Schools	Delaware	Feasible design feature
School facilities	Illinois	Not collected
<b>College &amp; Career Readiness Report</b>	<b>States</b>	<b>Virginia Availability</b>
SAT and/or ACT participation	Delaware, Ohio	Not collected
SAT and/or ACT achievement	Delaware, Illinois, Maryland, Ohio	Reported to VDOE
PSAT	Maryland	Reported to VDOE
AP scores of 3 or higher	Delaware, Maryland, Ohio	Reported to VDOE
IB scores of 4 or higher	Maryland, Ohio	Not reported to VDOE
Post-secondary plans	Maryland	Reported to VDOE
Post-secondary enrollment	Illinois, Maryland	Data available from National Student Clearinghouse
Post-secondary credit	Maryland	Data available from SCHEV through VLDS

<b>School Climate Report</b>	<b>States</b>	<b>Virginia Availability</b>
Environment survey	Illinois	Not available
Chronically truant/absent students	Illinois, Ohio	Data available on number of students for whom conference was held after six unexcused absences
Wellness & physical education	Ohio	Data available from Virginia Wellness-Related Fitness Testing Program
School facilities	Illinois	Not collected
Student mobility	Illinois, Maryland, Ohio	Not available
<b>School Finance Report</b>	<b>States</b>	<b>Virginia Availability</b>
Per-pupil spending	Illinois, Ohio, Delaware	Table 15 of Superintendent's Annual Report
Operational spending	Illinois	Table 15 of Superintendent's Annual Report
District revenue sources	Illinois, Ohio, Delaware	Annual School Report
District revenue amounts	Illinois, Ohio	Annual School Report
Expenditure percentages by function	Illinois, Delaware	Data available from Table 13 of Superintendent's Annual Report
Expenditure amounts by function	Illinois	Table 13 of Superintendent's Annual Report
Cost effectiveness	Ohio	Policy decisions required on metrics for measuring cost effectiveness
Year-end balance	Delaware	Annual School Report

Per-pupil taxable wealth	Maryland	Composite Index of Local Ability to Pay data sources
<b>Enrollment &amp; Demographics Report</b>	<b>States</b>	<b>Virginia Availability</b>
Enrollment	Arizona, Delaware, Illinois, Ohio, Maryland	Available on VDOE website
Enrollment by subgroup	Delaware, Illinois, Ohio, Maryland	Available on VDOE website
Average class size	Delaware, Illinois	Data available through Master Schedule Collection but additional training for school divisions necessary
<b>Student Achievement Report</b>	<b>States</b>	<b>Virginia Availability</b>
Achievement gaps	Illinois	Required data available on current School Performance Report Card
Progress of students in lowest 20 percent	Ohio	Data available
Progress of gifted students	Ohio	Data available
Progress of students with disabilities	Ohio	Data available
Value added/student growth	Ohio, Illinois	Aggregate data not available until fall 2016 at the earliest
K-3 literacy students on/not on track	Ohio	Aggregate data available from PALs assessment
Freshmen on track	Illinois	Policy definition required
Grade-9 promotion & retention	Maryland	Table 3 of Superintendent's Annual Report

Cohort tracking report	Illinois	Data available
NAEP/NCES links	Arizona	Feasible design feature
<b>Educators Report</b>	<b>States</b>	<b>Virginia Availability</b>
Teacher experience	Delaware, Illinois	Instructional Personnel Verification & Survey (IPAL)
Average teacher salary	Illinois	Annual Salary Survey
Teacher retention	Illinois	Reliable data not available
Elementary/high school students per teacher (district & state)	Illinois	Table 17A of Superintendent's Annual Report
District/school teacher demographics	Delaware, Illinois	Not reported by divisions to VDOE
Total teacher FTE	Illinois	Table 17A of Superintendent's Annual Report
Number of Teachers by Program Area	Ohio	Master Schedule Collection/IPAL
Lead or Senior Teachers	Ohio	Not available
Average administrator salary	Illinois	Table 19 of Superintendent's Annual Report and data from Annual School Report
Principal turnover	Illinois	Reliable data not available
Pupil-administrator ratio	Illinois	Annual School Report and end-of-year ADM
Pupil-certified staff ratio	Illinois	Annual School Report and end-of-year ADM
Instruction vs. support	Delaware	Division-level data from Annual School Report

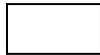
<b>Courses &amp; Programs Report</b>	<b>States</b>	<b>Virginia Availability</b>
Fine arts courses offered	Delaware, Illinois, Ohio	Master Schedule Collection
AP courses	Delaware, Illinois	Master Schedule Collection
Dual credit courses	Delaware, Illinois	Master Schedule Collection
Elective courses	Delaware, Illinois	Not reported to VDOE
Foreign language courses	Delaware, Illinois	Master Schedule Collection
IB courses	Delaware, Illinois	Master Schedule Collection
Enrichment programs	Delaware, Illinois	Not reported to VDOE
Physical education courses	Delaware, Illinois	Not reported to VDOE
Career development courses & programs	Delaware, Illinois	Master Schedule Collection
Athletics	Delaware, Illinois	Not reported to VDOE

# **APPENDIX D**

# School Performance Report Card Recommendations

## Board of Education School & Division Accountability Committee

### July 22, 2015



Existing report card element



Proposed new report card element

ACCOUNTABILITY	NOTES	RATIONALE FOR INCLUSION
Summary of Accountability Results	State Accreditation Status (schools only) & Federal Accountability (Title I Priority & Title I Focus), Met or Did Not Meet All Federal AMOs (divisions)	SOA & ESEA
State Accreditation Results for All Students (schools only)	Accreditation benchmarks, adjusted pass rates, and benchmarks met and not met	SOA
Proficiency Gap Dashboard for Federal Accountability	Annual Measurable Objectives (AMOs) in Reading and Math, all-student and "Gap group" pass rates, and AMOs met and not met	ESEA
COLLEGE & CAREER READINESS	NOTES	RATIONALE FOR INCLUSION
Advanced Program Information	AP tests taken, AP course enrollment, Dual Enrollment participation, IB enrollment, IB exams taken, Seniors enrolled in IB program	SOA
Federal Graduation Indicator	Four-year cohort, Standard Diplomas and Advanced Studies Diplomas only	ESEA
VA On-Time Graduation Rate	All Board of Education-recognized diplomas	Board of Education-recognized graduation rate
Cohort Dropout Rate	Included in "Status of Students not Graduating" report on current report card	SOA
Career & Technical Education	NOCTI Assessments, State Licensures, Industry Certification, Workplace Readiness, Total Credentials, Students Earning One or More Credentials, CTE Completers	Code of Virginia

SAT Achievement	Mean reading, math and writing scores; data provided by College Board	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
AP Achievement	Percentage of tests with qualifying scores; data provided by College Board	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
Post-Secondary Enrollment	Data available from National Student Clearinghouse	College-readiness indicator identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
<b>SCHOOL FINANCE</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Division percentage of Expenditures for Instruction	Percentage of division operating expenditures for instructional costs	Code of Virginia
Division Per-Pupil Spending	Data from Table 15 of Superintendent's Annual Report; June 2015 stakeholder group discussed including local per-pupil spending above required local effort	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
Composite Index	Computed by VDOE and reported on agency website	Contextual information suggested by staff
District Revenue Sources/Amounts	Data available from Annual School Report; provided on other states' report cards	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
District Expenditures Percentages/Amounts by Function	Data available from Table 13 of Superintendent's Annual Report; provided on other states' report cards	Contextual information identified as important by parents in 2013 survey and by 2015 stakeholder group sessions
<b>ENROLLMENT &amp; DEMOGRAPHICS</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Fall Membership	Overall fall membership by grade	Contextual information added by VDOE
Overall Fall Membership by Subgroup	Data from Fall Student Record Collection; provided on other states' report cards	Contextual information identified as very important by parents in 2013 survey and by 2015 stakeholder group sessions

<b>STUDENT ACHIEVEMENT</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Percentage of Students Passing and Tested in English Reading and Mathematics	Overall participation and performance by subgroup	ESEA, SOA & Code of Virginia
Other Academic Indicators	Overall participation and performance by subgroup: Writing, History & Science	ESEA, SOA & Code of Virginia
Assessment Results at each Proficiency Level by Subgroup	By grade-level and assessment, including content-specific, end-of-course and alternate assessments	ESEA, SOA & Code of Virginia
Achievement Gaps by Subgroup	Required data available on current School Performance Report Card; explicit display provided on other states' report cards	Contextual information aligned with Board of Education goals identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions
Percent of Kindergartners Meeting Benchmarks	Aggregate data available from PALS and DRA-2 assessments; similar report on Ohio report card	Contextual information aligned with Board of Education goals and identified as important by parents in 2013 survey and focus groups
<b>EDUCATORS</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Percentage of Core Academic Classes Taught by Teachers Not Highly Qualified	Teachers teaching outside area of endorsement	ESEA
Provisionally Licensed Teachers	Percentage teaching with provisional or provisional special education credentials	ESEA
Teacher Education Attainment	Percentages of teachers by highest degree earned	SOA
Elementary/High School Students Per Teacher (district & state)	Division-level data from Table 17A of Superintendent's Annual Report; similar report on other states' report cards	Contextual information aligned with Board of Education goals identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions

<b>SCHOOL CLIMATE</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Attendance Rate	By subgroup	ESEA & SOA
School Safety	Number of weapons offenses; offenses against students; offenses against staff; other offenses against persons; alcohol, tobacco, and other drug offenses; property offenses, disorderly or disruptive behavior offenses, technology offenses, all other offenses	SOA
Expulsions & Suspensions	Number of expulsions and short-term and long-term suspensions by subgroup; data from discipline, crime and violence collection; provided on other states' report cards	School climate information identified as important by parents in 2013 survey and focus groups and by 2015 stakeholder group sessions
<b>TOOLS &amp; FEATURES</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
School & Division Name	Currently provided	
Principal & Superintendent	Currently provided	
School or Division Address	Currently provided	
Division website link	Division website addresses reported through Educational Registry Application	2015 stakeholder group comment; standard feature on other states' report cards
Google Map	Location of school, nearby schools, directions to school or school board office	Identified as important by parents in 2013 survey and focus groups
Comparison Tool	Compare schools, compare schools with similar schools	Identified as very important by parents in 2013 survey and by 2015 stakeholder group sessions

# School Performance Report Card “Snapshot” Recommendations

## Board of Education School & Division Accountability Committee

### July 22, 2015



Existing report card element



Proposed new report card element

ACCOUNTABILITY	NOTES	RATIONALE FOR INCLUSION
Summary of Accountability Results	State Accreditation Status (schools only) & Federal Accountability (Title I Priority & Title I Focus)	SOA & ESEA
STUDENT ACHIEVEMENT	NOTES	RATIONALE FOR INCLUSION
Percentage of Students Passing and Tested in Reading, Writing, Mathematics, Science & History	Overall participation and performance	SOA & ESEA
ENROLLMENT	NOTES	RATIONALE FOR INCLUSION
Overall Fall Membership by Subgroup	Numbers and percentages Overall participation and performance by subgroup	Contextual information identified as very important by parents in 2013 survey
COLLEGE & CAREER READINESS	NOTES	RATIONALE FOR INCLUSION
VA On-Time Graduation Rate	All Board of Education-recognized diplomas	Board of Education-recognized graduation rate
Dropout rate	Four-year cohort dropout rate	SOA
SAT	Mean Critical Reading, Mathematics & Writing scores	Broad college-readiness indicator
SCHOOL CLIMATE	NOTES	RATIONALE FOR INCLUSION
Attendance Rate	Overall attendance rate	ESEA & SOA
Expulsions and Suspensions	Overall expulsions and short-term and long-term suspensions	Contextual information identified as important by parents in 2013 survey

<b>SCHOOL FINANCE</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Division Per-Pupil Spending	Table 15 of Superintendent's Annual Report –	Contextual information identified as important by parents in 2013 survey
<b>TOOLS &amp; FEATURES</b>	<b>NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
School & Division Name		Standard information
Principal & Superintendent		Standard information
School or Division Address		Standard information
Printable Format	PDF	Standard feature of many report cards

**Potential Additional School Performance Report Card Elements**  
**Board of Education Committee on School and Division Accountability**  
**July 22, 2015**

<b>TOOLS &amp; FEATURES</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Spanish version	Additional expense	Identified as important by 2015 stakeholder group session participants
<b>SCHOOL CLIMATE REPORT</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Environment survey	No uniform statewide school climate survey at present	Contextual information identified as important by stakeholders and parents in 2013 focus groups and by 2015 stakeholder group sessions
Chronically truant/absent students	Data available on number of students for whom conference was held after six unexcused absences; recommend including when consistency of reporting is improved	School climate indicator included in school performance report cards in other states
Wellness & physical education	Data available from Virginia Wellness-Related Fitness Testing Program; recommend not including until specific aggregate indicators are identified and reviewed	School climate indicator included in school performance report cards in other states

<b>SCHOOL FINANCE REPORT</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Per-pupil tax base	Composite Index of Local Ability to Pay data sources; recommend not including until further study	Contextual information identified as important by stakeholders
<b>ENROLLMENT &amp; DEMOGRAPHICS REPORT</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Average class size	Data available through Master Schedule Collection but additional training for school divisions necessary before inclusion; research and policy decision required on specific indicator to include	Contextual information identified as important by parents in 2013 survey and focus groups
<b>STUDENT ACHIEVEMENT REPORT</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Student growth	Aggregate data not available until fall 2016 at the earliest; limitations unknown at present on aggregate reporting of student growth data	Contextual information identified as important by stakeholders and parents in 2013 survey and focus groups
<b>EDUCATORS REPORT</b>	<b>DATA AVAILABILITY &amp; NOTES</b>	<b>RATIONALE FOR INCLUSION</b>
Average teacher salary	Data available from Annual Salary Survey; policy discussion should precede decision to include as a report card element	Contextual information identified as important by parents in 2013 survey and focus groups

# Virginia Student Subgroups

## Board of Education School & Division Accountability Committee

### July 22, 2015

From Virginia ESEA Accountability Workbook:

- *Results from the state academic assessments ... will be disaggregated and reported by race/ethnicity, gender, disability status, migrant status, English proficiency, and economically disadvantaged status.*
- *Virginia will not report subgroups in which the number of students in a category is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student ... .*

Subgroup	ESEA Accountability
All Students	Yes
Female	
Male	
Black (Gap Group 2)	Yes
Hispanic (Gap Group 3)	Yes
White	Yes
Asian	Yes
American Indian	
Native Hawaiian	
Two or more races	
Students with Disabilities (Gap Group 1)	Yes
Economically Disadvantaged (Gap Group 1)	Yes
Limited English Proficient (Gap Group 1)	Yes
Migrant	

# **APPENDIX E**



- Home
- Advanced Search
- Find Your Fit
- Questions
- Glossary
- Provide Feedback

## Virginia School Performance Report Cards

Virginia's new School Performance Report Cards provide information about student achievement, college and career readiness, program completion, school safety, teacher quality and other topics of interest to parents and the general public. Report cards are available for schools, school divisions and for the commonwealth.



[Advanced Search](#)

[Browse by Division](#)

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## State Snapshot

<p><b>68%</b> Schools Fully Accredited <a href="#">View Full Report</a></p>	<p><b>89.9%</b> Graduation Rate <b>5.4%</b> Dropout Rate <a href="#">View Full Report</a></p>	<p>Average SAT Scores <b>Reading: 515</b> <b>Math: 513</b> <b>Writing: 495</b> <a href="#">View Full Report</a></p>	<p><b>64%</b> Post-Secondary Enrollment <a href="#">View Full Report</a></p>
<p>English Proficiency <b>Reading: 79%</b> <b>Writing: 77%</b> <a href="#">View Full Report</a></p>	<p><b>79%</b> Mathematics Proficiency <a href="#">View Full Report</a></p>	<p><b>82%</b> Science Proficiency <a href="#">View Full Report</a></p>	<p><b>86%</b> Social Studies Proficiency <a href="#">View Full Report</a></p>
<p><b>\$11,242</b> Per-Pupil Spending <a href="#">View Full Report</a></p>	<p><b>1,279,773</b> Enrollment <a href="#">View Enrollment &amp; Demographics Report</a></p>	<p><b>96%</b> Attendance Rate <a href="#">View Full Report</a></p>	<p><b>8,358</b> Expulsions &amp; Long-term Suspensions <a href="#">View Full Report</a></p>

## About the Virginia School Performance Report Cards

### Purpose

The Virginia School Performance Report Cards are meant to effectively communicate to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth of Virginia. It is updated yearly at the end of each school year by the [Virginia Department of Education](#) with data collected to comply with the [Federal Elementary and Secondary Education Act \(ESEA\)](#) Annual Measurable Objectives (AMOs) for raising overall reading and mathematics. Other data describing the school

### 2016 releases

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2. Integer volutpat augue orci, vitae vehicula velit vehicula eget.
3. Curabitur consequat nisl ac convallis commodo.
4. Vestibulum eu consectetur neque.
5. Integer feugiat mi convallis, imperdiet nunc et, laoreet lorem.

### What's Changed

### Browse by List

- All Schools
- Divisions
- Cities
- County
- Charter Schools
- Priority Schools
- Focus Schools
- Reward Schools
- Title I Distinguished Schools
- Academic Improvement by Year
- Academic Excellence by Year

mathematics. Other data depicting the school environment, teacher credentials, and growth are included to provide a full picture of accountability.

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- Find Your Fit
- Questions
- Glossary
- Provide Feedback

# Advanced Search

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Search By Name:

Or Address:

Within City:

Within County:

Within:

**Submit**

Refine Results By:

Grade

- High School <sup>i</sup>
- Middle School <sup>i</sup>
- Elementary School <sup>i</sup>

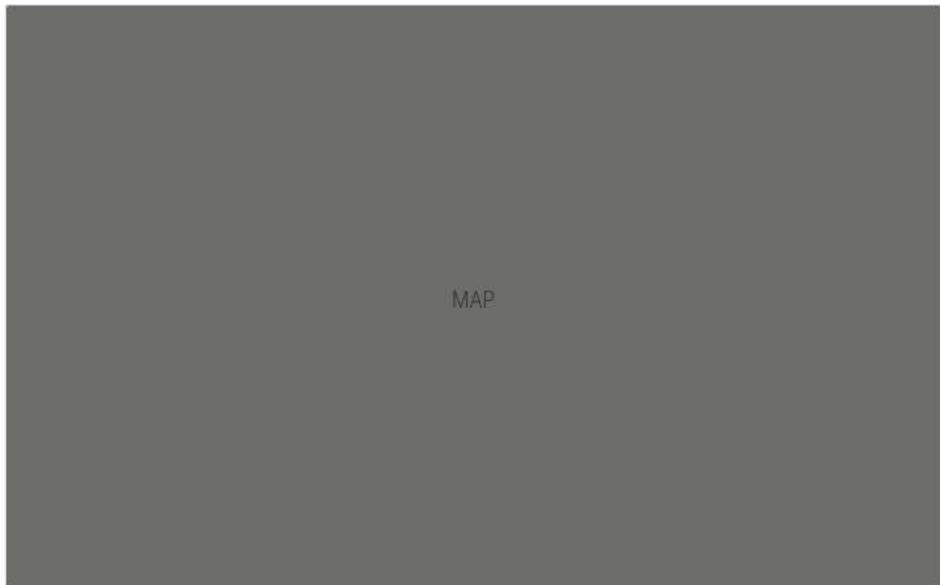
Category

- Charter <sup>i</sup>
- Special <sup>i</sup>
- Priority <sup>i</sup>
- Focus <sup>i</sup>
- Title Distinguished <sup>i</sup>
- Reward <sup>i</sup>
- Blue Ribbon <sup>i</sup>
- Governor's School <sup>i</sup>
- Spotlight <sup>i</sup>

Demographic <sup>i</sup>

Choose One...

All Students <sup>i</sup>



## Results

George Washington High School  
4100 W GRACE ST, RICHMOND, VA 23230-3802

**VIEW REPORT**

**ACCREDITATION** <sup>i</sup>  
ACCREDITATED

**ON-TIME GRADUATION RATE:** <sup>i</sup>  
92.3%

**SAT MEAN SCORES** <sup>i</sup>  
READING 512  
MATHEMATICS 511  
WRITING 494

George Washington High School  
4100 W GRACE ST, RICHMOND, VA 23230-3802

**VIEW REPORT**

**ACCREDITATION** <sup>i</sup>  
ACCREDITATED

**ON-TIME GRADUATION RATE:** <sup>i</sup>  
92.3%

**SAT MEAN SCORES** <sup>i</sup>  
READING 512  
MATHEMATICS 511  
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George Washington High School  
4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW  
REPORT

**ACCREDITATION** ⓘ  
ACCREDITATED

**ON-TIME GRADUATION RATE:** ⓘ  
92.3%

**SAT MEAN SCORES** ⓘ  
READING 512  
MATHEMATICS 511  
WRITING 494

George Washington High School  
4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW  
REPORT

**ACCREDITATION** ⓘ  
ACCREDITATED

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**SAT MEAN SCORES** ⓘ  
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MATHEMATICS 511  
WRITING 494

George Washington High School  
4100 W GRACE ST, RICHMOND, VA 23230-3802

VIEW  
REPORT

**ACCREDITATION** ⓘ  
ACCREDITATED

**ON-TIME GRADUATION RATE:** ⓘ  
92.3%

**SAT MEAN SCORES** ⓘ  
READING 512  
MATHEMATICS 511  
WRITING 494

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# School Performance Report Card

HOME / ADVANCED SEARCH / GEORGE WASHINGTON HIGH SCHOOL PERFORMANCE REPORT CARD

## George Washington High School

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### General school information

#### Division Website

**Category:** High school ranging from 9-12, 10-12, etc.

**Address:** 4100 W Grace St, Richmond, VA 23230-3802

**Principal:** Candace Veney-Chaplin

**Superintendent:** Dr. Dana Bedden

**Region:** Region Name

**Division:** Division name



<b>SNAPSHOT</b>	<b>ACCOUNTABILITY</b>	<b>ASSESSMENTS</b>	<b>ENROLLMENT &amp; DEMOGRAPHICS</b>	<b>COLLEGE &amp; CAREER READINESS</b>	<b>FINANCE</b>	<b>CLIMATE</b>	<b>TEACHER QUALITY</b>
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STATE ACCREDITATION STATUS ⓘ

**ACCREDITED**

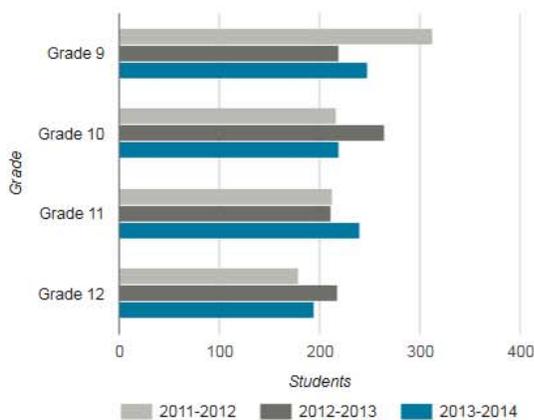
TITLE I IMPROVEMENT STATUS ⓘ

**N/A**

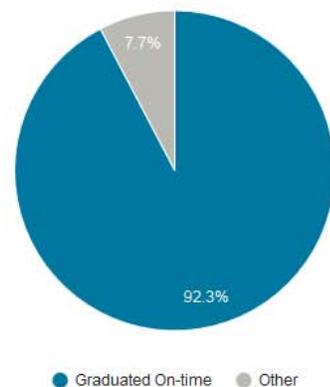
REWARD SCHOOL STATUS ⓘ

**N/A**

FALL MEMBERSHIP BY GRADE ⓘ



FOUR-YEAR VIRGINIA ON-TIME GRADUATION RATE ⓘ



Embed Chart

Embed Chart

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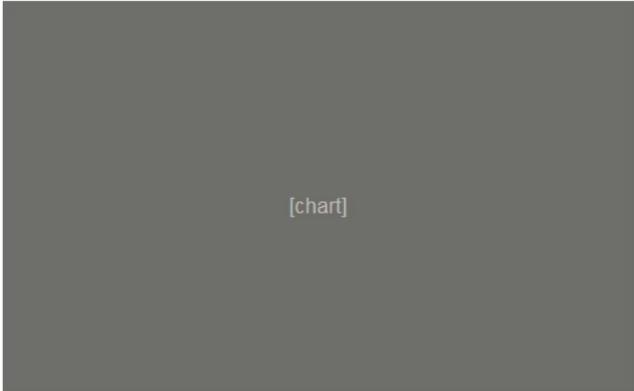
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**ACHIEVEMENT LEVEL ON STATE ASSESSMENTS** ⓘ



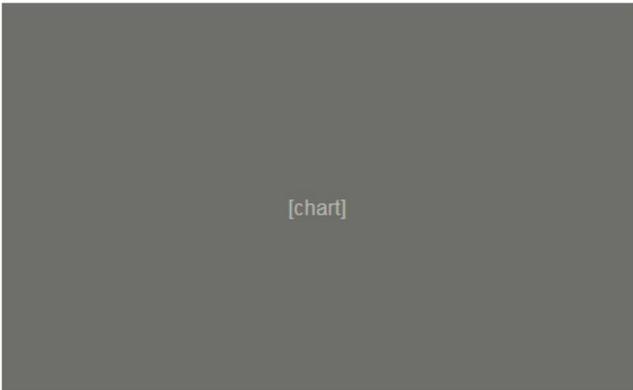
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**SAT ACHIEVEMENT** ⓘ



Embed Chart

**POST-SECONDARY ENROLLMENT** ⓘ



Embed Chart

**DIVISION PER-PUPIL SPENDING WITH STATE COMPARISON** ⓘ



Embed Chart

**ATTENDANCE RATE** ⓘ



Embed Chart

**EXPULSIONS & LONG-TERM SUSPENSIONS** ⓘ



Embed Chart

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# **APPENDIX F**

**Survey on Virginia School Performance Report Cards:  
Findings and Recommendations**

Presented to  
Committee on School and Division Accountability  
Virginia Board of Education  
September 9, 2015

## **1.0 Executive Summary**

In 2015, the General Assembly required the Virginia Board of Education to redesign the School Performance Report Card. The 2015 School Performance Report Card Survey is one of several methods used to solicit public comment and inform the redesign. The Virginia Department of Education (VDOE) made the web-based survey available from July 15 through August 14, 2015. During that time, VDOE received 21,133 responses. Parents and educators responded most frequently to the survey. Survey respondents represented all regions of the Commonwealth.

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a report card. Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing detailed data, and comparing schools to a division or state average.

Proposed content for the redesigned Report Card generally aligns with respondents' information needs identified through the survey. Seventy-five percent of existing or proposed Report Card and "snapshot" elements are similar to the content survey respondents rated as being of highest importance. The next phase of the Report Card redesign should incorporate additional curriculum and instruction and teacher quality elements on the Report Card "snapshot," facilitate access to additional data, and develop elements to capture parental involvement.

## **2.0 Background**

### **2.1 Purpose of Survey**

House Bill 1672 and Senate Bill 727 require the Board of Education (BOE) to redesign the School Performance Report Card (“Report Card”) to communicate more effectively to parents and the public. Both bills also require the Board to provide notice and solicit public comment on the redesigned Report Card.

The 2015 School Performance Report Card survey is one of several methods used to seek public comment and inform the Report Card redesign (see Appendix A for survey questions). To balance the depth of input received through focus groups and meetings with parents and other stakeholders, the intent of the survey was to capture high-level trends among a larger group of parents, educators, and other interested stakeholders across the Commonwealth.

### **2.2 Survey Content and Structure**

Through a series of 16 questions, survey respondents ranked which Report Card components, elements, and features were more or less important to them than others:

- A *component* is a broad category of information that describes school quality. Examples include “school climate” or “teacher quality.”
- An *element* is a metric that describes a Report Card component. An example includes “percentage of provisionally licensed teachers” as an element to describe the component of “teacher quality.”
- A *feature* is a capability that can enhance the use, availability, or relevance of the Report Card. Examples include the ability to compare schools to a division or state average or translating the Report Card into a language other than English.

The ranking method used for the survey allows the Virginia Department of Education (VDOE) and BOE to identify “core” components, elements and features of the Report Card that informs both the content and the design of the final Report Card.

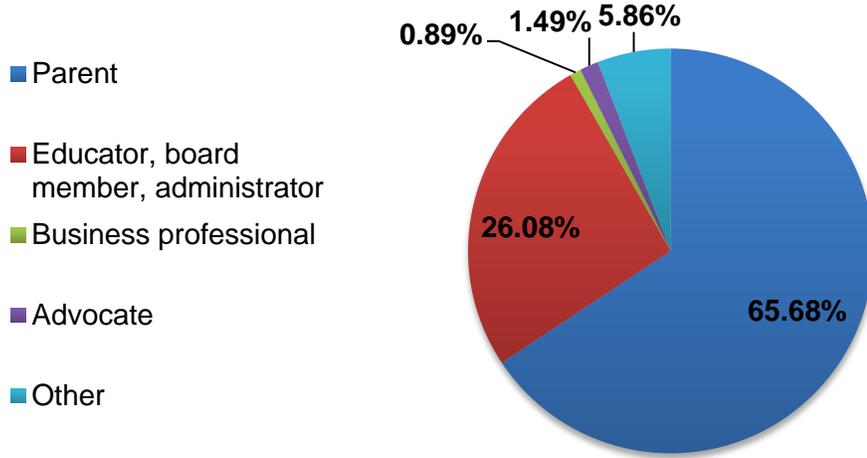
The survey was available through a web-based survey platform from July 15 through August 14, 2015. VDOE’s Communications Department announced the survey through a press release and featured a link to the survey on the VDOE website. Communications staff within school divisions and teacher and parent stakeholder groups also distributed information about the survey.

## **3.0 Survey Results**

### **3.1 Participation and Demographics**

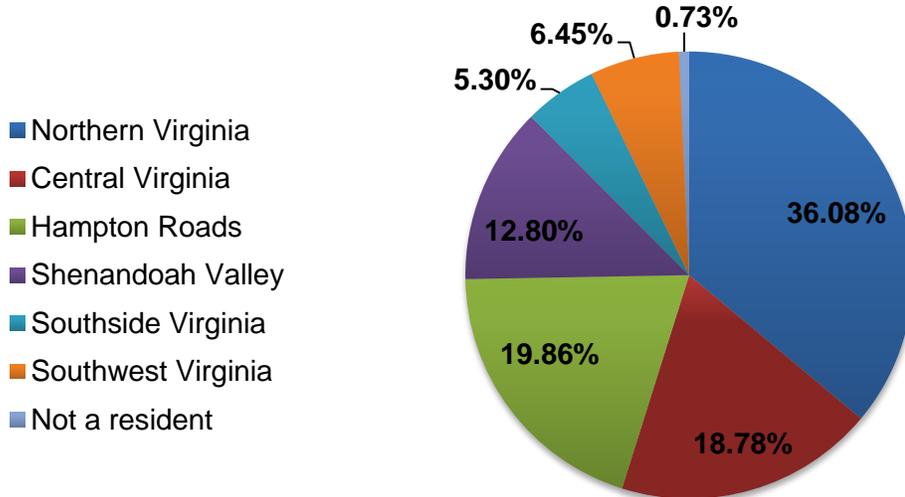
VDOE received 21,133 responses to the survey. Parents represented the highest percentage of survey respondents (66%), followed by educators, school board members, or school administrators (26%). Figure 1 shows the affiliation of survey respondents.

**Figure 1. Interest in K-12 Education**



Survey respondents represented all regions of the Commonwealth. Most respondents, as expected, were from the most populated areas in the state including Northern Virginia (36%), Hampton Roads (20%) and Central Virginia (19%). Figure 2 shows the region of residence for survey respondents.

**Figure 2. Region of Residence**



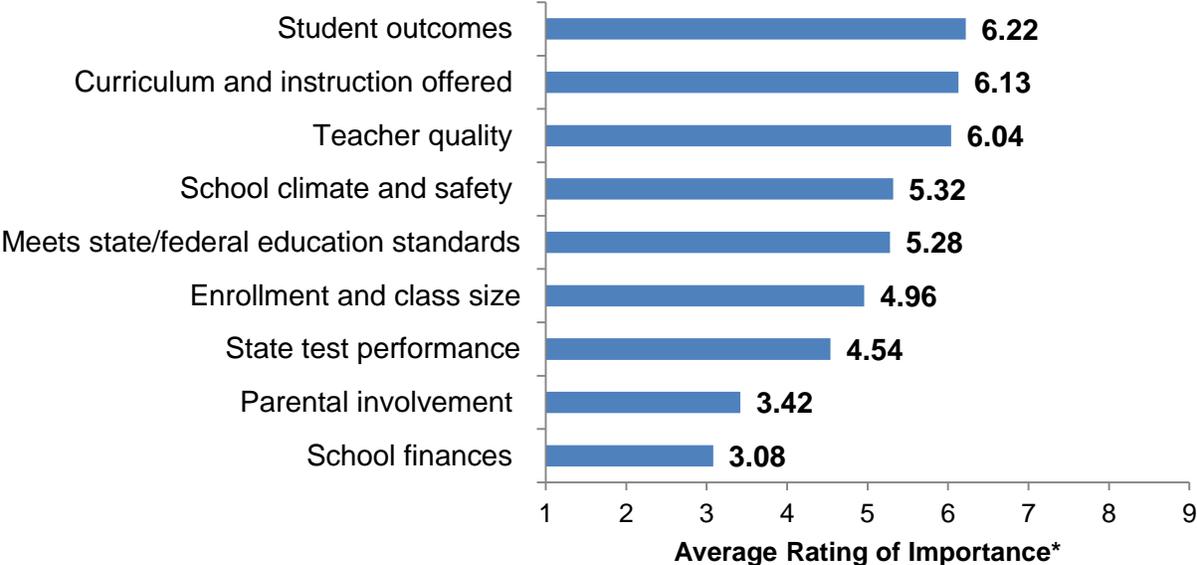
### 3.2 Key Findings

VDOE compared survey results to existing and proposed Report Card components, elements and features to understand the alignment between Report Card redesign plans and stakeholder information needs.

3.2.1 Alignment of survey results with proposed Report Card components

Survey respondents identified student outcomes, information on curriculum and instruction, and teacher quality as the three most important components of a school performance report card (see Figure 3). Level of parental involvement and school finances were rated as least important. Of the components, parental involvement is the only component not included or planned for the Report Card.

**Figure 3. Average Rating of Importance for School Report Card Components**



\*Higher scores on this measure indicate higher perceived importance (lowest possible score of 1; highest possible score of 9).

3.2.2 Alignment of survey results with proposed Report Card elements

Within student outcomes, survey respondents rated on-time graduation, performance on college admissions tests, and career and technical education (CTE) credentials earned as the most important elements (see Table 2). Each of these elements exists or is planned for the revised Report Card.

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
On-time graduation	1	4.12	Existing
Performance on college admission tests	2	3.43	Proposed
CTE credentials earned	3	2.72	Existing
Student dropout rate	4	2.50	Existing
Students' plans after graduation	5	2.26	Proposed**

\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).  
 \*\*Proposed report card elements include post-secondary enrollment.

Respondents rated availability of Advanced Placement (AP) courses, language, fine art and elective courses, and career and technical education (CTE) courses as the most important elements within curriculum and instruction (see Table 3). The Report Card currently includes information on AP testing and enrollment as well as CTE credentialing. The revised Report Card will also include a link to the division website for additional information about specific course offerings.

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
AP course availability and enrollment	1	3.92	Existing
Language, fine art, and electives available	2	3.57	Not available
CTE courses available	3	3.40	Existing
Dual-enrollment students	4	2.46	Existing
Governor's school participation	5	1.65	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

For teacher quality, respondents ranked teacher to student ratios, years of classroom experience, and teachers' degrees and licensure as the most important elements (see Table 4). While the Report Card does provide information on teaching outside of an area of endorsement and provisionally licensed teachers, it does not report teachers' average years of experience.

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Ratios of teachers and staff to students	1	4.29	Proposed
Years of classroom experience	2	3.46	Not available
Teachers by degree and license	3	3.41	Existing
Days teachers are absent and use of long-term substitutes	4	2.24	Not available
Demographics of teachers and staff	5	1.62	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

The first phase of the Report Card revision adds twelve new Report Card elements. Survey respondents rated nine of the twelve as the top three most important elements in at least one component (see Table 5).

<u>Proposed Report Card Element</u>	<u>Element Rank of Importance by Component</u>
Division per-pupil spending	Ranked <b>1<sup>st</sup></b> of 5 elements for school finances
AP achievement	Ranked <b>1<sup>st</sup></b> of 5 elements for curriculum/instruction
Teacher to student ratios	Ranked <b>1<sup>st</sup></b> of 5 elements for teacher quality
SAT achievement	Ranked <b>2<sup>nd</sup></b> of 5 elements for student outcomes
District expenditures by function	Ranked <b>2<sup>nd</sup></b> of 5 elements for school finances
District revenue sources	Ranked <b>3<sup>rd</sup></b> of 5 elements for parental involvement
Kindergartners meeting benchmarks	Ranked <b>3<sup>rd</sup></b> of 5 elements for state test performance
Composite Index	Ranked <b>3<sup>rd</sup></b> of 5 elements for school finances
Expulsions and suspensions	Ranked <b>3<sup>rd</sup></b> of 5 elements for school climate

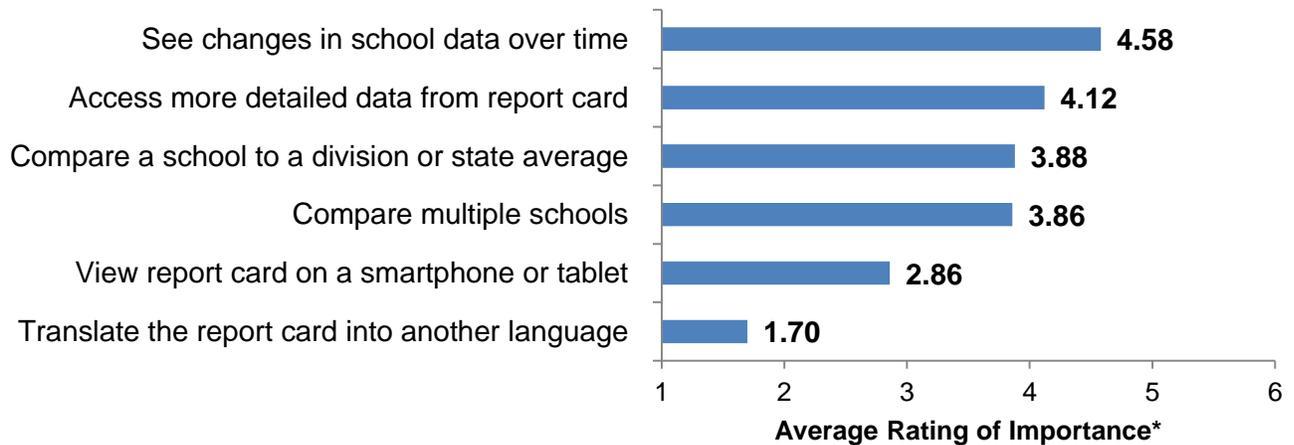
Rank and rating scores for all elements within each component are available in Appendix B.

### 3.2.3 Alignment of survey results with Report Card features

Among report card tools and features, survey respondents were most interested in seeing changes in school data over time, accessing more data from the report card, and comparing schools to a division or state average (see Figure 4). While the redesigned Report Card includes a comparison tool, changes in data over time or accessing additional data are not planned additions.

Survey respondents rated translating the report card into another language as least important; however, this should be interpreted with caution. The survey was only available to participants in English. As such, the results are more likely to reflect stakeholders for which English is the primary language. VDOE will provide a Spanish-language translation of the Report Card for the second phase of the Report Card redesign.

**Figure 4. Average Rating of Importance for School Report Card Functions**



\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 6).

3.2.4 Alignment of survey results with Report Card “snapshot”

The Report Card “snapshot” feature currently includes nine Report Card elements. Survey respondents rated seven of the nine as the top three most important elements in at least one component (see Table 6).

<b>Table 6. Proposed “Snapshot” Elements by Element Rank on Survey</b>	
<u>Proposed Report Card Element</u>	<u>Element Rank of Importance by Component</u>
Students passing and tested on SOLs	Ranked 1 <sup>st</sup> of 5 elements for student performance
State accreditation status	Ranked 1 <sup>st</sup> of 5 elements for state/federal standards
On-time graduation rate	Ranked 1 <sup>st</sup> of 5 elements for student outcomes
Division per-pupil spending	Ranked 1 <sup>st</sup> of 5 elements for school finances
SAT achievement	Ranked 2 <sup>nd</sup> of 5 elements for student outcomes
Attendance rate	Ranked 3 <sup>rd</sup> of 5 elements for school enrollment
Expulsions and suspensions	Ranked 3 <sup>rd</sup> of 5 elements for school climate

The “snapshot” does not currently feature any data elements on curriculum and instruction or teacher quality. Survey respondents rated these components as second and third in importance behind student outcomes.

3.2.5 Future development of School Performance Report Cards

The second phase of the Report Card redesign includes several additional elements to address identified gaps in the public’s information needs. These include offering the Report Card in Spanish and developing elements on average class size and student growth.

Additional recommendations based on survey findings include:

*Add additional curriculum and instruction and teacher quality elements to Report Card “snapshot”.* Survey respondents’ ranked curriculum and instruction and teacher quality as the second and third most important components of a school Report Card (see Figure 3). However, the school Report Card “snapshot” does not include any elements for either component. Adding an additional element for each component, at a minimum, will better reflect the information needs of the public.

*Provide information on a school’s accreditation history and the ability of interested stakeholders to access more detailed data.* Survey respondents rated seeing changes in the school data over time and accessing more data as the first and second most important functions of a school Report Card, above the ability to make comparisons (see Figure 4). Additionally, the accreditation history of a school was rated as second most important data element for understanding accountability.

*Develop and pilot Report Card elements to capture parental involvement.* Parental involvement is the only component not currently included or planned for the Report Card. Future revisions of the Report Card should include elements of parental involvement informed by the latest research, state or national Report Card exemplars, and additional feedback from the public.

## Appendix A

### School Performance Report Card Survey

#### School Report Card Feedback Survey

##### Instructions

The Virginia Department of Education (VDOE) is redesigning state school report cards and wants your opinion. The purpose of this survey is to understand what information you think is most important for a school report card.

School report cards provide detailed information on student achievement by grade, subject and student subgroup and information on other indicators of school quality. They are available online to inform the public of the progress of schools in raising student achievement and enhancing the learning environment.

This survey should take approximately 20 minutes to complete and your answers are anonymous. Thank you for your feedback.

If you have any questions about this survey, please contact VDOE's Director for Research, Dr. Jennifer Piver-Renna, at 804-225-3898 or [jennifer.piver-renna@doe.virginia.gov](mailto:jennifer.piver-renna@doe.virginia.gov).

#### School Report Card Feedback Survey

**\* 1. Select the statement that best describes your interest in Virginia's K-12 public schools.**

- I am a parent.
- I am an educator, school board member, or school administrator.
- I am a business professional.
- I am an advocate.
- Other (please specify)

**\* 2. Select the location that best describes where you reside.**

- Northern Virginia
- Central Virginia
- Hampton Roads/Tidewater (including Eastern Shore)
- Shenandoah Valley/Blue Ridge
- Southside Virginia
- Southwest Virginia
- I am not a Virginia resident

#### School Report Card Feedback Survey

## School Report Card Feedback Survey

**\* 3. Rank the following components from 1 (most important) to 9 (least important) based on how important it is to you that the component be featured on a school report card.**

**Press and hold your mouse on any component, and drag it up or down to change its rank.**

<input type="text"/>	How students perform on state tests
<input type="text"/>	Information on curriculum and instruction offered
<input type="text"/>	Whether the school meets state and federal education standards
<input type="text"/>	Number and quality of teachers at the school
<input type="text"/>	Student outcomes (e.g., graduation, readiness for college and the workforce)
<input type="text"/>	Description of students enrolled and class size
<input type="text"/>	School finances
<input type="text"/>	School climate and safety
<input type="text"/>	Level of parental involvement

**4. What other components would you like to see on a school report card?**

## School Report Card Feedback Survey

**\* 5. Rank order the following functions from 1 (most important) to 6 (least important) based on how important it is to you that the functions be available on a school report card.**

**Press and hold your mouse on any function, and drag it up or down to change its rank.**

<input type="text"/>	Ability to see changes in school data over time
<input type="text"/>	Ability to compare multiple schools
<input type="text"/>	Ability to compare a school to a division or state average
<input type="text"/>	Ability to translate the report card into another language
<input type="text"/>	Ability to view report card on a smartphone or tablet
<input type="text"/>	Ability to access more detailed data from report card

## School Report Card Feedback Survey

6. What other functions would you like to see on a school report card?

## School Report Card Feedback Survey

7. The following categories of information describe student performance on standardized tests. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

<input type="button" value="▼"/>	Percentage of students passing assessments by subject (e.g., math, English)
<input type="button" value="▼"/>	Gaps in achievement by subgroup (e.g., ethnicity, students with disabilities)
<input type="button" value="▼"/>	Student achievement growth over time
<input type="button" value="▼"/>	Students meeting/not meeting literacy benchmarks in Kindergarten through Grade 3
<input type="button" value="▼"/>	National assessment results (e.g., National Assessment of Education Progress [NAEP])

## School Report Card Feedback Survey

8. The following categories of information describe curriculum and instruction. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.

Press and hold your mouse on any category, and drag it up or down to change its rank.

<input type="button" value="▼"/>	Types of world language, fine art, or elective courses available
<input type="button" value="▼"/>	Number of dual-enrollment students
<input type="button" value="▼"/>	Type of Advanced Placement courses available and average student enrollment
<input type="button" value="▼"/>	Type of career and technical education courses available and average student enrollment
<input type="button" value="▼"/>	Number of students participating in Governor's Schools

## School Report Card Feedback Survey

## School Report Card Feedback Survey

**9. The following categories of information describe state and federal education standards. Rank order the categories from 1 (most important) to 4 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text"/>	School accreditation status based on state standards
<input type="text"/>	School accountability results based on federal standards
<input type="text"/>	School status as a priority or focus school
<input type="text"/>	School accountability and accreditation history

## School Report Card Feedback Survey

**10. The following categories of information describe school teachers. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text"/>	Ratio of teachers, teacher aides, counselors, nurses, and administrative staff to students at school
<input type="text"/>	Racial and gender characteristics of school staff
<input type="text"/>	Number of years of classroom experience
<input type="text"/>	Percent of teachers by type of degree, license, or certification
<input type="text"/>	Average number of days teachers are absent and number of long-term substitutes

## School Report Card Feedback Survey

## School Report Card Feedback Survey

**11. The following categories of information describe student outcomes. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text"/>	Student participation and performance on college admissions tests (e.g. SAT, ACT)
<input type="text"/>	Percentage of students graduating on time and type of diploma received
<input type="text"/>	Student dropout rate
<input type="text"/>	Students' plans after graduation
<input type="text"/>	Number of career and technical education credentials earned

## School Report Card Feedback Survey

**12. The following categories of information describe students enrolled in the school. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text"/>	Number of students at school and by grade level
<input type="text"/>	Average class size
<input type="text"/>	Number of students by subgroup (e.g., ethnicity, students with disabilities)
<input type="text"/>	Average number of days students are absent
<input type="text"/>	Number of chronically truant/absent students

## School Report Card Feedback Survey

## School Report Card Feedback Survey

**13. The following categories of information describe school finances. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text" value="1"/>	Title I classification
<input type="text" value="2"/>	Percentage of students eligible for free or reduced price meals
<input type="text" value="3"/>	Dollars spent per student
<input type="text" value="4"/>	School division's ability to pay education costs (Composite Index of Local Ability to Pay)
<input type="text" value="5"/>	Percentage of school funding distributed for instruction, technology, transportation, and facilities

## School Report Card Feedback Survey

**14. The following categories of information describe school climate and safety. Rank order the categories from 1 (most important) to 5 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text" value="1"/>	Percentage of students disciplined
<input type="text" value="2"/>	Number and type of offense committed
<input type="text" value="3"/>	Number of offenses resulting in severe disciplinary action (e.g., suspension or expulsion)
<input type="text" value="4"/>	Number of disciplinary actions reported to law enforcement
<input type="text" value="5"/>	Number of students suspended or expelled by subgroup (e.g., ethnicity, students with disabilities)

## School Report Card Feedback Survey

## School Report Card Feedback Survey

**15. The following categories of information describe parental involvement. Rank order the categories from 1 (most important) to 4 (least important) based on how important it is to you that this information be featured on a school report card.**

**Press and hold your mouse on any category, and drag it up or down to change its rank.**

<input type="text"/>	Percentage of parents with PTA/PTO membership
<input type="text"/>	Number of parent volunteers
<input type="text"/>	Percentage of parents who attend parent-teacher meetings
<input type="text"/>	Amount of money given to school from educational organizations, foundations, booster clubs, or local businesses

## School Report Card Feedback Survey

**16. Please provide any additional comments on information you would like to see on a school report card.**

## School Report Card Feedback Survey

Thank you for completing this survey!

## Appendix B

### Survey Rankings and Report Card Status by Element

**Table A. Survey Rankings and Report Card Status for Student Performance**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Student achievement growth	1	3.99	Phase 2
% passing assessments by subject	2	3.71	Existing
Literacy benchmarks in K – Grade 3	3	3.06	Proposed
Achievement gaps by subgroup	4	2.24	Proposed
National assessment results	5	2.01	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

**Table B. Survey Rankings and Report Card Status for State and Federal Standards**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
School accreditation status	1	3.06	Existing
Accreditation history	2	2.74	Not available
School status for federal accountability	3	2.23	Existing
Priority or Focus school	4	1.97	Existing

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 4).*

**Table C. Survey Rankings and Report Card Status for Student Enrollment**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Average class size	1	4.39	Phase 2
Number of students by school and grade	2	3.90	Existing
Average days absent	3	2.53	Existing**
Number of students by subgroup	4	2.34	Proposed
Chronically truant/absent students	5	1.86	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

*\*\*Existing report card includes student attendance.*

**Table D. Survey Rankings and Report Card Status for School Finances**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Dollars spent per student	1	3.69	Proposed
Funding by function (e.g., instruction, transportation)	2	3.57	Proposed
Composite Index	3	3.01	Proposed
Title I funding	4	2.40	Not available
Eligibility for Free or Reduced Price Lunch	5	2.34	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

**Table E. Survey Rankings and Report Card Status for School Climate and Safety**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Number of offenses committed by type	1	3.70	Existing
Percentage of students disciplined	2	3.36	Not available
Offenses resulting in suspension or expulsion	3	3.21	Proposed
Reports to law enforcement	4	2.92	Not available
Students suspended or expelled by subgroup	5	1.83	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 5).*

**Table F. Survey Rankings and Report Card Status for Parental Involvement**

<u>Report Card Element</u>	<u>Rank on Survey</u>	<u>Average Rating of Importance*</u>	<u>Report Card Status</u>
Number of parent volunteers	1	2.62	Not available
Percentage of parents attending parent-teacher meetings	2	2.54	Not available
School funding from foundations, boosters, or local businesses	3	2.48	Not available
Percentage of parents with PTA/PTO memberships	4	2.37	Not available

*\*Higher scores on this measure indicated higher perceived importance (lowest possible score of 1; highest possible score of 4).*

# **APPENDIX G**

# **2013 School Performance Report Card Snapshot Survey Results**

**Board of Education Committee on School and Division Accountability**

**June 24, 2015**

		Q1-What is your primary role in viewing Virginia's School Report Cards?										Total	
		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other		
Q2-How often do you view Virginia's School Report Cards?	Daily	5	1	0	0	0	0	0	0	0	0	0	6
	Weekly	21	4	13	0	0	0	1	0	2	1	42	
	Monthly	45	21	68	0	2	1	1	0	16	5	159	
	Annually	156	54	98	0	0	3	2	0	29	5	347	
	I've viewed the report cards once	100	12	2	1	2	2	1	0	2	4	126	
	Never	109	10	3	0	0	0	0	0	4	0	126	
Total		436	102	184	1	4	6	5	0	53	15	806	

Q3-Do you primarily use Virginia's School Report Cards to view:	One school	115	14	36	0	0	1	1	0	0	1	168
	Several schools (less than 5)	196	34	51	0	1	1	0	0	7	3	293
	Many schools (more than 5)	25	13	18	1	1	0	0	0	3	7	68
	All the schools in a division(s)	34	23	48	0	0	0	0	0	23	3	131
	Many schools throughout the state	14	14	29	0	2	4	4	0	19	1	87
	Total	384	98	182	1	4	6	5	0	52	15	747

Q4-How likely are you to view the reports of schools not in the school division where you reside or work (your local	Very unlikely	127	18	31	0	2	1	1	0	2	2	184
	Unlikely	148	19	53	1	0	1	0	0	6	1	229
	Likely	89	36	64	0	1	1	1	0	23	8	223
	Very likely	41	24	35	0	1	3	3	0	19	4	130
	Not sure	24	6	1	0	0	0	0	0	3	0	34
	Total	429	103	184	1	4	6	5	0	53	15	800

Q5-Choose the description(s) that best matches your purpose for viewing Virginia's School Report Cards:	I want to view information about a specific school.	159	30	70	0	3	1	1	0	3	3	270
	I want to view information about a specific school division.	57	22	33	1	1	0	1	0	17	3	135
	I want to view information about the entire state.	18	5	6	0	0	2	1	0	7	1	40
	I want to compare one or more schools.	154	28	49	0	0	2	0	0	12	6	251
	I want to compare one or more divisions.	24	15	24	0	0	1	2	0	14	2	82
	Total	412	100	182	1	4	6	5	0	53	15	778

		Q1-What is your primary role in viewing Virginia's School Report Cards?										Total	
		Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other		
<b>Q6-Considering the contents of a SRC, rate the importance of the following type of data:</b>													
<b>Q6a- Demographic data</b>	Not Important	34	5	4	0	0	0	0	0	0	2	0	45
	Somewhat Important	169	32	34	1	0	0	2	0	16	2	256	
	Very Important	206	65	144	0	3	6	3	0	32	12	471	
	Not familiar with this data	11	1	0	0	0	0	0	0	2	1	15	
	Total	420	103	182	1	3	6	5	0	48	19	787	
<b>Q6b: Academic results</b>	Not Important	2	0	3	1	0	0	0	0	0	0	6	
	Somewhat Important	9	6	4	0	0	0	1	0	5	0	25	
	Very Important	401	96	177	0	4	6	4	0	47	15	750	
	Not familiar with this data	11	1	0	0	0	0	0	0	1	0	13	
	Total	423	103	184	1	4	6	5	0	53	15	794	
<b>Q6c: Enrollment data</b>	Not Important	12	8	3	0	0	0	0	0	2	0	25	
	Somewhat Important	172	37	44	1	2	1	1	0	11	2	271	
	Very Important	222	55	135	0	2	5	4	0	39	13	475	
	Not familiar with this data	13	1	0	0	0	0	0	0	1	0	15	
	Total	419	101	182	1	4	6	5	0	53	15	786	
<b>Q6d: Class size information</b>	Not Important	4	4	5	0	0	0	0	0	2	0	15	
	Somewhat Important	68	27	57	1	2	0	2	0	14	3	174	
	Very Important	342	69	120	0	2	6	3	0	36	12	590	
	Not familiar with this data	10	2	0	0	0	0	0	0	1	0	13	
	Total	424	102	182	1	4	6	5	0	53	15	792	
<b>Q6e: Teacher and staff information</b>	Not Important	8	11	13	0	0	0	0	0	0	1	33	
	Somewhat Important	83	35	63	1	2	0	2	0	18	1	205	
	Very Important	321	53	106	0	2	6	3	0	33	13	537	
	Not familiar with this data	13	1	0	0	0	0	0	0	1	0	15	
	Total	425	100	182	1	4	6	5	0	52	15	790	
<b>Q6f: Curriculum and instruction description</b>	Not Important	12	7	16	0	0	0	0	0	3	0	38	
	Somewhat Important	82	37	63	1	1	3	2	0	14	3	206	
	Very Important	316	55	101	0	3	3	3	0	35	12	528	
	Not familiar with this data	12	2	2	0	0	0	0	0	1	0	17	
	Total	422	101	182	1	4	6	5	0	53	15	789	

Q1-What is your primary role in viewing Virginia's School Report Cards?											
Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total	

Q6g: Post-secondary preparation information	Not Important	17	13	31	0	0	0	1	0	0	1	63
	Somewhat Important	113	42	68	1	2	0	2	0	17	2	247
	Very Important	264	40	71	0	2	6	2	0	34	11	430
	Not familiar with this data	28	5	9	0	0	0	0	0	2	1	45
	Total	422	100	179	1	4	6	5	0	53	15	785

Q6h: Fiscal and expenditure data	Not Important	34	12	32	0	0	0	0	2	1	81	
	Somewhat Important	203	44	80	1	1	1	4	0	16	3	353
	Very Important	171	44	66	0	3	5	1	0	33	9	332
	Not familiar with this data	14	2	3	0	0	0	0	0	1	1	21
	Total	422	102	181	1	4	6	5	0	52	14	787

Q6i: Graduation and dropout rates	Not Important	15	5	19	1	0	0	0	0	0	0	40
	Somewhat Important	90	31	38	0	0	0	2	0	13	1	175
	Very Important	309	64	117	0	4	6	3	0	39	13	555
	Not familiar with this data	9	1	7	0	0	0	0	0	1	1	19
	Total	423	101	181	1	4	6	5	0	53	15	789

Q6j: Discipline and safety data	Not Important	5	8	9	1	0	0	1	0	5	0	29
	Somewhat Important	84	38	54	0	2	4	2	0	21	5	210
	Very Important	327	54	119	0	2	2	2	0	25	10	541
	Not familiar with this data	8	1	1	0	0	0	0	0	1	0	11
	Total	424	101	183	1	4	6	5	0	52	15	791

Q6k: Attendance	Not Important	43	6	7	0	0	0	0	0	6	1	63
	Somewhat Important	174	40	62	1	0	2	2	0	15	1	297
	Very Important	194	55	114	0	4	4	3	0	30	13	417
	Not familiar with this data	11	1	1	0	0	0	0	0	1	0	14
	Total	422	102	184	1	4	6	5	0	52	15	791

Q7-Which format would you find most useful:	One-page summary with basic information	48	19	34	1	0	0	1	0	5	1	109
	One-page summary with basic information and links to more details	318	64	104	0	2	5	2	0	39	3	537
	Multi-page report with more detailed information including statistical data	55	19	44	0	2	1	2	0	9	11	143
	Total	421	102	182	1	4	6	5	0	53	15	789

Q1-What is your primary role in viewing Virginia's School Report Cards?										
Parent	Educator	Admin.	Legislator	Business professional	Researcher /student	Non-profit advocate	Real estate	School board	Other	Total

Q8-What is your preferred method for viewing Virginia's School Report Cards:	Smart phone	32	2	0	0	0	0	0	0	3	0	37
	Electronic tablet (i.e., iPad, Kindle, etc.)	45	5	22	0	2	0	2	0	7	0	83
	Laptop or desktop computer	321	88	154	1	2	6	3	0	38	14	627
	Printed in hard copy	21	6	8	0	0	0	0	0	5	1	41
	Total	419	101	184	1	4	6	5	0	53	15	788

# **2013 School Performance Report Card Snapshot Templates**

**Board of Education Committee on School and Division Accountability**

**June 24, 2015**



## Washington-Lee High

8600 Forrester Blvd, Springfield, VA 22152

**Principal:** Ms. Gregg Robertson  
(703) 123-4567

**School:** <http://urltoschoolwebsite.com>

## Fairfax County Public Schools

**Superintendent:** Dr. Patrick K. Murphy  
(334) 123-1239

**Division:** <http://urltodivisionwebsite.com>

### Accountability

**State:** Fully Accredited  
**Federal:** Title 1 Priority

### Awards

### School Grade

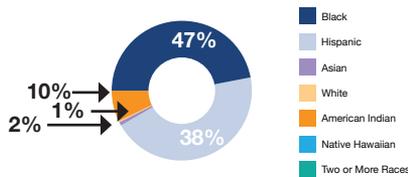
A

## Student Information

### School Enrollment

Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
4	93960	93768	94001
5	94178	94309	93937
6	92755	94855	94867

### Characteristics

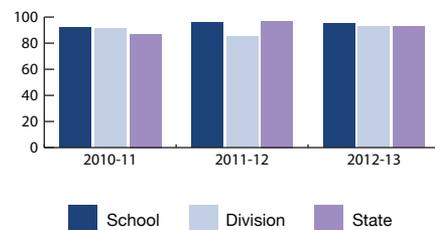


## School Information

### Average Daily Attendance (ADA)

	2009-10	2010-11	2011-12
School ADA	95.5%	94.9%	93.0%
Division ADA	93.8%	93.2%	92.9%
State ADA	95.5%	94.5%	93.4%

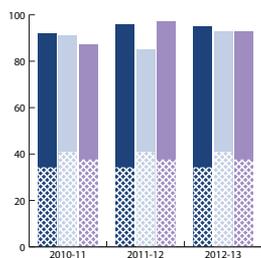
### % of Classes Taught by Highly Qualified Teachers



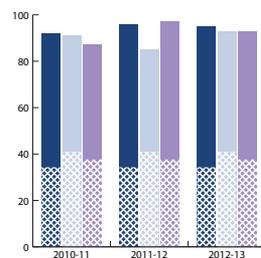
## State Assessment Results

The Virginia Assessment Program includes Standards of Learning (SOL) tests and other statewide assessments in English, mathematics, history/social science, and science.

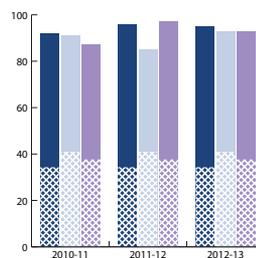
### English



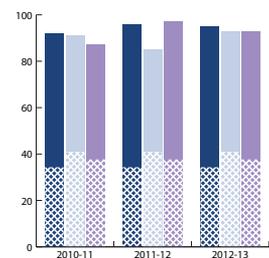
### Mathematics



### History



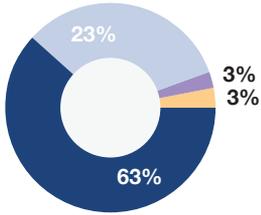
### Science



School Pass Proficient
  School Pass Advanced
  Division Pass Proficient
  Division Pass Advanced
  State Pass Proficient
  State Pass Advanced

## Graduation Information

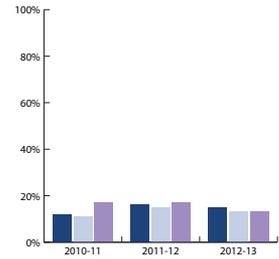
### High School Completion Rate



### Cohort Summary

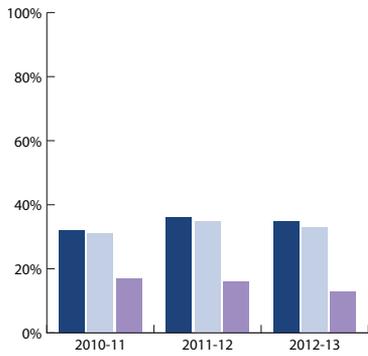
Cohort	527 Students
On-Time Graduation	89.1%
Completion	92.5%
Dropout	5.8%
Still Enrolled	2.4%
Long-Term Absence	0.4%

### Dropout Rate



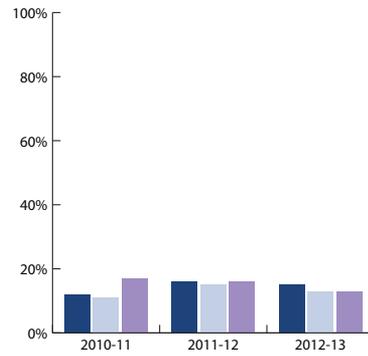
## College and Career Readiness

### Advanced Programs\*



\*Percentage of Students in Grades 11 & 12 Enrolled in one or more AP, IB, CIE or dual credit course.

### CTE Assessments\*\*



\*\*Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.



## Cardinal Forest Elementary

8600 Forrester Blvd, Springfield, VA, 22152

**Principal:** Ms. Karen H. Kenna  
(703) 923-5200

**School:** <http://urltoschoolwebsite.com>

## Fairfax County Public Schools

**Superintendent:** Dr. Karen K. Karza  
(571) 423-1010

**Division:** <http://urltodivisionwebsite.com>

### Accountability

**State:** Fully Accredited  
**Federal:** Title 1 Priority

### Awards

### School Grade

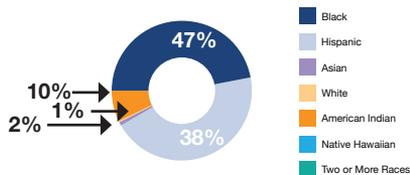
A

## Student Information

### School Enrollment

Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
4	93960	93768	94001
5	94178	94309	93937
6	92755	94855	94867

### Characteristics

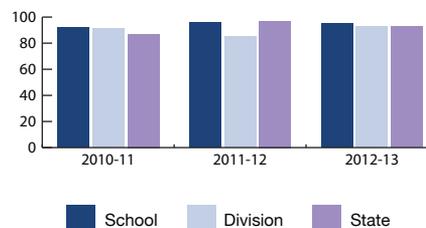


## School Information

### Average Daily Attendance (ADA)

	2009-10	2010-11	2011-12
School ADA	95.5%	94.9%	93.0%
Division ADA	93.8%	93.2%	92.9%
State ADA	95.5%	94.5%	93.4%

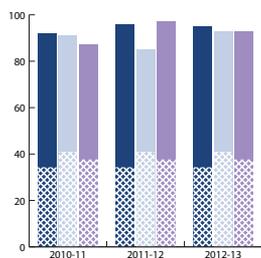
### % of Classes Taught by Highly Qualified Teachers



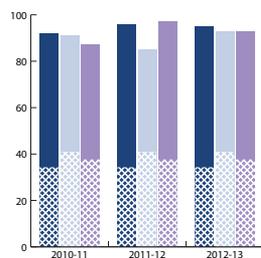
## State Assessment Results

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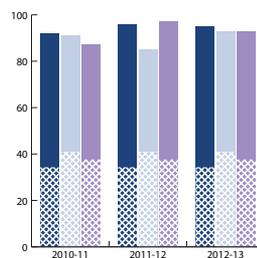
### English



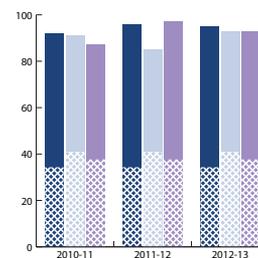
### Mathematics



### History



### Science



School Pass Proficient
  School Pass Advanced
  Division Pass Proficient
  Division Pass Advanced
  State Pass Proficient
  State Pass Advanced



## Accomack County Public Schools

P.O. Box 2120, Richmond, VA 23218

**Superintendent:** Dr. Patrick K. Murphy  
(800) 292-3820

**State:** <http://urltodivisionwebsite.com>

### Accountability

**State:** Fully Accredited  
**Federal:** --

### Awards

-

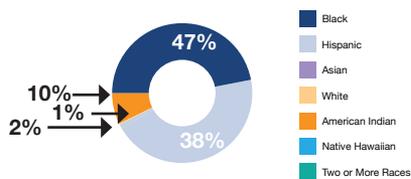
## Student Information

### School Enrollment

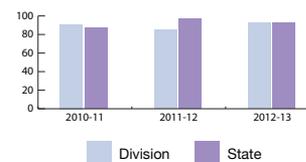
Grade	2009-10	2010-11	2011-12
PK	87661	89,525	91655
K	87661	89,525	91655
1	95364	95017	97262
2	93685	95321	95221
3	93327	93828	95403
4	93960	93768	94001
5	94178	94309	93937
6	92755	94855	94867

Grade	2009-10	2010-11	2011-12
7	92549	93358	95133
8	91857	93350	93768
9	102297	100589	101738
10	96792	95471	94801
11	91290	90929	90123
12	89082	89166	88840
<b>Total Students</b>	<b>1242130</b>	<b>1258685</b>	<b>1265031</b>

### Characteristics



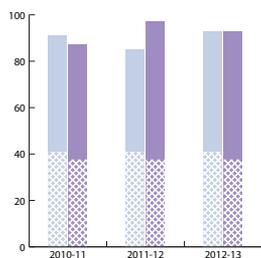
### % of Classes Taught by Highly Qualified Teachers



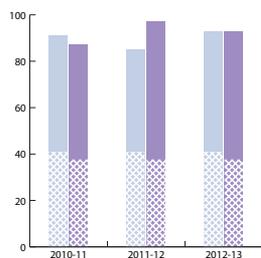
## State Assessment Results

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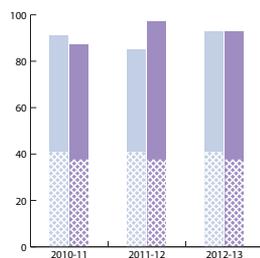
### English



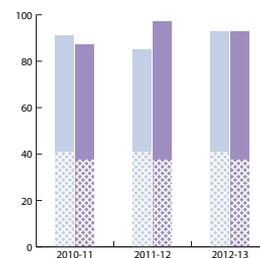
### Mathematics



### History



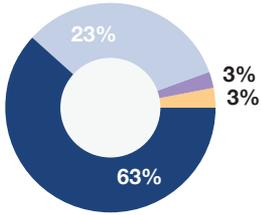
### Science



Division Pass Proficient
  Division Pass Advanced
  State Pass Proficient
  State Pass Advanced

## Graduation Information

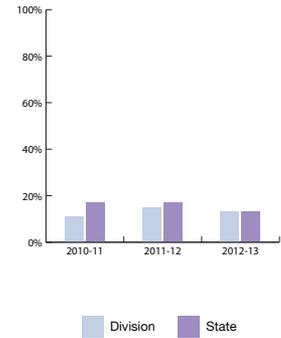
### High School Completion Rate



### Cohort Summary

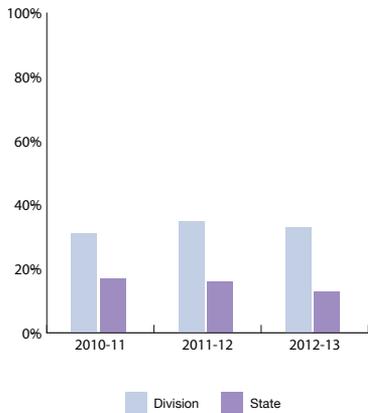
Cohort	527 Students
On-Time Graduation	89.1%
Completion	92.5%
Dropout	5.8%
Still Enrolled	2.4%
Long-Term Absence	0.4%

### Dropout Rate



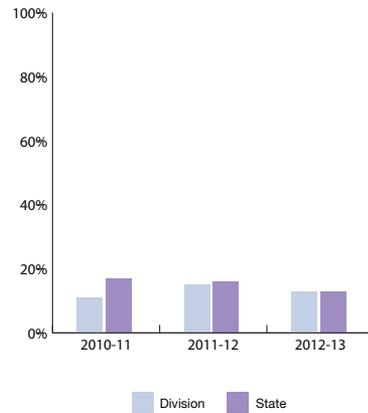
## College and Career Readiness

### Advanced Programs\*



*\*Percentage of Students in Grades 11 & 12 Enrolled in one or more AP, IB, CIE or dual credit course.*

### CTE Assessments\*\*



*\*\*Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.*



## Commonwealth of Virginia Virginia Department of Education

P.O. Box 2120, Richmond, VA 23218

**Superintendent:** Dr. Patrick K. Murphy  
(800) 292-3820

**State:** <http://urltostatewebsite.com>

### Accountability

Federal: --

### Awards

-

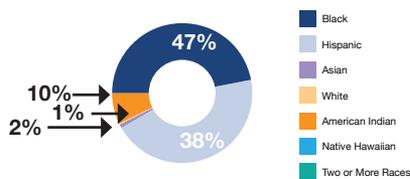
## Student Information

### School Enrollment

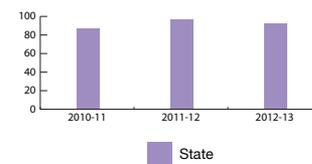
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11	91290	90929	90123
12	89082	89166	88840
<b>Total Students</b>	<b>1242130</b>	<b>1258685</b>	<b>1265031</b>

### Characteristics



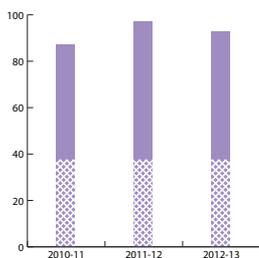
### % of Classes Taught by Highly Qualified Teachers



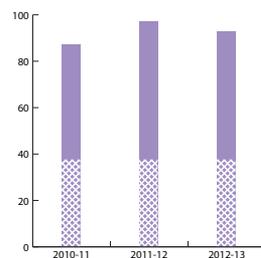
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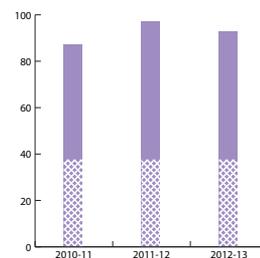
### English



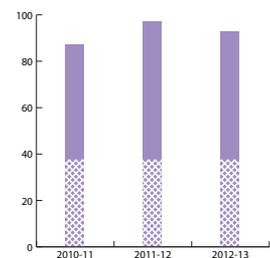
### Mathematics



### History



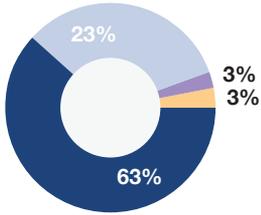
### Science



State Pass Proficient    State Pass Advanced

## Graduation Information

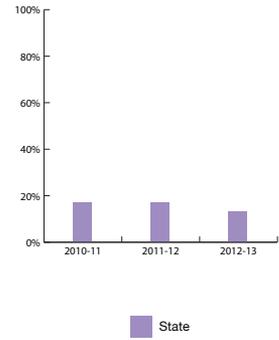
### High School Completion Rate



### Cohort Summary

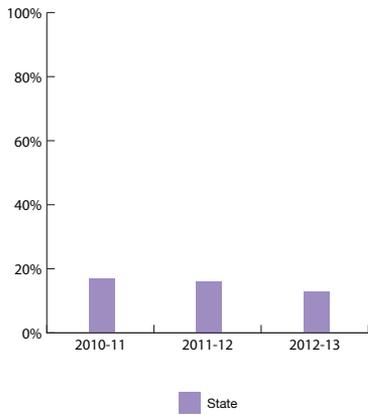
Cohort	527 Students
On-Time Graduation	89.1%
Completion	92.5%
Dropout	5.8%
Still Enrolled	2.4%
Long-Term Absence	0.4%

### Dropout Rate



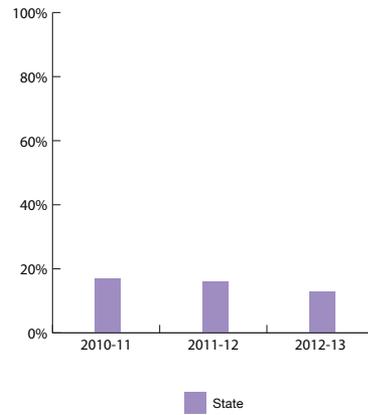
## College and Career Readiness

### Advanced Programs\*



*\*Percentage of Students in Grades 11 & 12 Enrolled in one or more AP, IB, CIE or dual credit course.*

### CTE Assessments\*\*



*\*\*Percentage of Students in Grades 9-12 who participated in Career and Technical Education Assessments.*